

The ATHLETIC JOURNAL

NOVEMBER, 1927

Modern Offensive Tactics

John L. Griffith

Football Rule Interpretations

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Basketball Systems

W. G. Kline

Prevention of Injuries in
Basketball

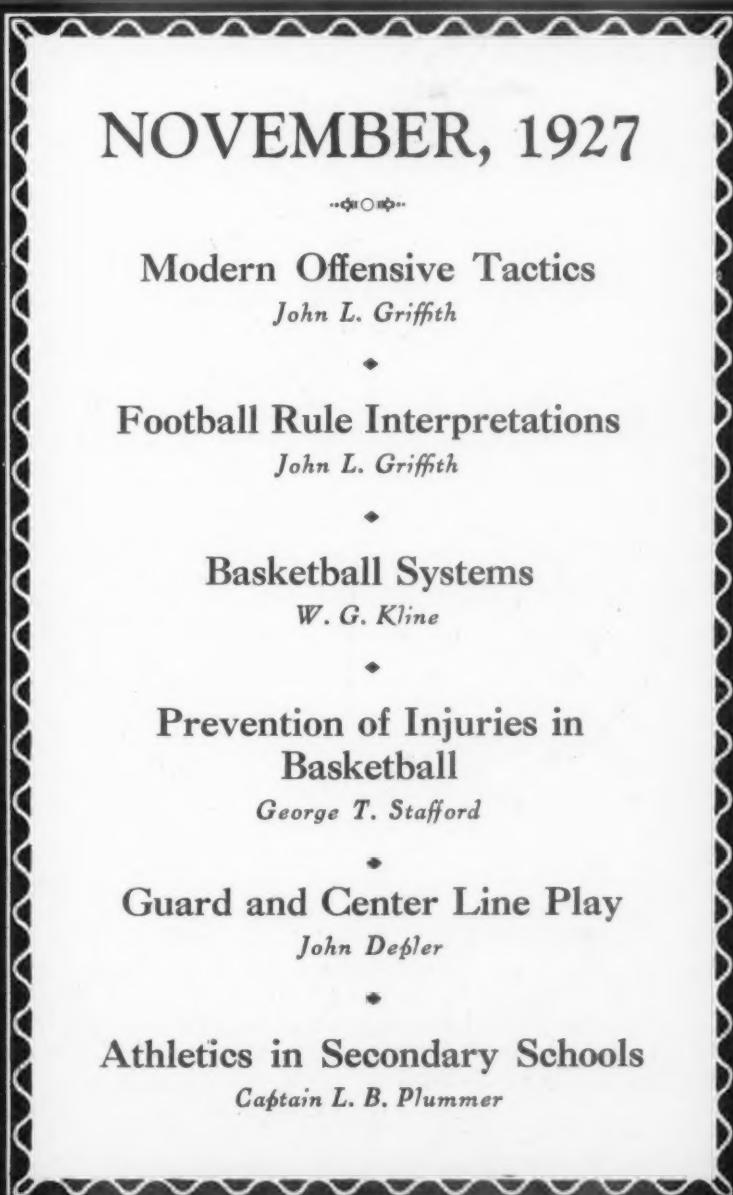
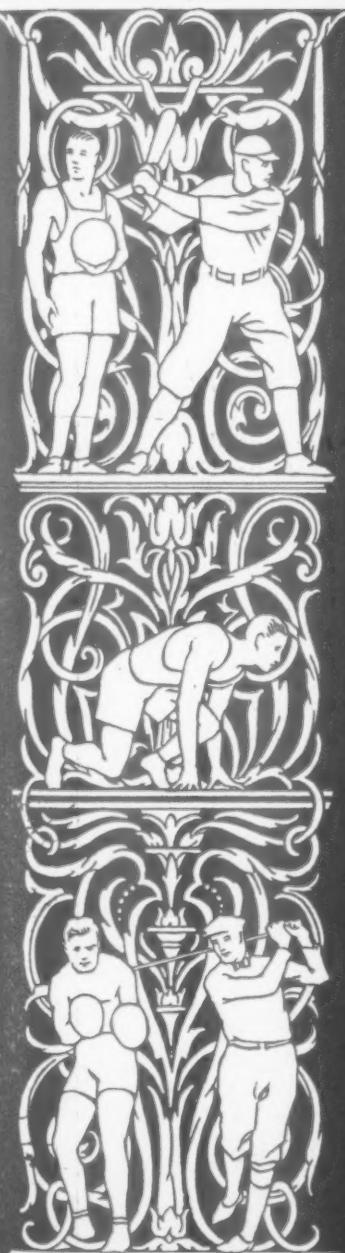
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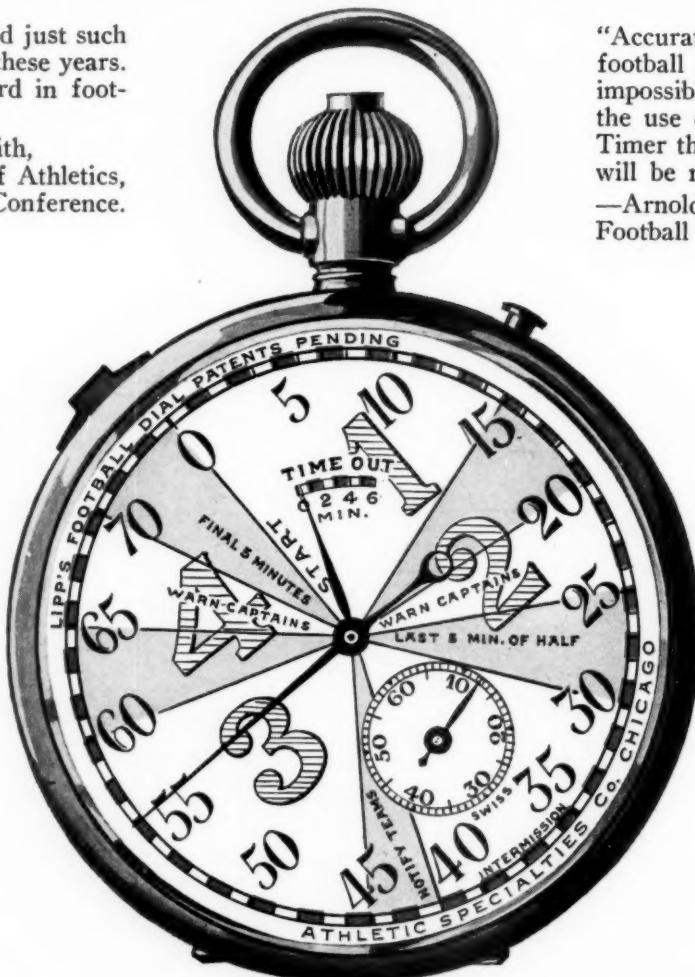
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Football Rules

SUPERINTENDENT ALBERT F. WAITE, of the Johnston Public Schools, Cortland, Ohio, has called attention to two mistakes in the article, "Football Rules Interpretations," which appeared in the October JOURNAL.

In paragraph eleven which discusses Rule XIII Section 8 a play was illustrated in which the ball is fumbled in the end zone and then goes out of bounds between the goal lines. The paragraph should have read, "This is a touchdown provided it was last touched in the end zone by the offense."

In the descriptive matter under Diagram VI in the same article it should read "Diagram VI shows team A advancing the ball from behind his own goal line." The words "opponent's goal line" were previously incorrectly used.

A number of different officials' associations including the Eastern or Central Board of Officials, the Philadelphia Officials' Association, the Ohio Officials' Association, the Western Conference, the Missouri Valley Conference, the Southwest Conference and the Southern California Officials' Associations have made interpretations of the 1927 football rules. This action was necessary because the intent of the rules in some instances is not clear. The interpretations of the Central Board are binding in games played by eastern teams where the officials are assigned by Mr. Okeson, the interpretations adopted by the Western Conference are binding only in Western Conference games—that is, no one sectional group of officials and coaches have the authority to change the rules or make interpretations for the country. The football rules committee is the final authority on the football rules and this committee has not met since last spring. It, however, has made one interpretation, that which relates to Rule XVII Section 1, B and C, but none others to the writer's knowledge have been given out as the authoritative ruling of the football rules committee. Sometimes officials support their rulings by interpretations of this, that or the other officials' associations, none of which are binding on teams outside the jurisdiction of the associations in question.

A peculiar situation may arise in a football game this fall, which may be illustrated as follows: Team A punts, the ball strikes the ground in front of the safety man on defense and then hits his person and bounces to one side without this member of team B having had possession and control of the ball. If a member of team A coming down under the kick recovers the ball in the field of play he may not run with it across B's goal line for a touchdown. If, however, the ball after bouncing off from B's person then strikes the person of the team A man and then bounces across the goal line where a member of team A falls on it, under the rules this would be a touchdown for team A. Here then we have a situation in which a man may not carry the ball over the goal line for a touchdown but if it bounds off his person into the end zone and he then falls on it there he may secure a touchdown.

The ATHLETIC JOURNAL

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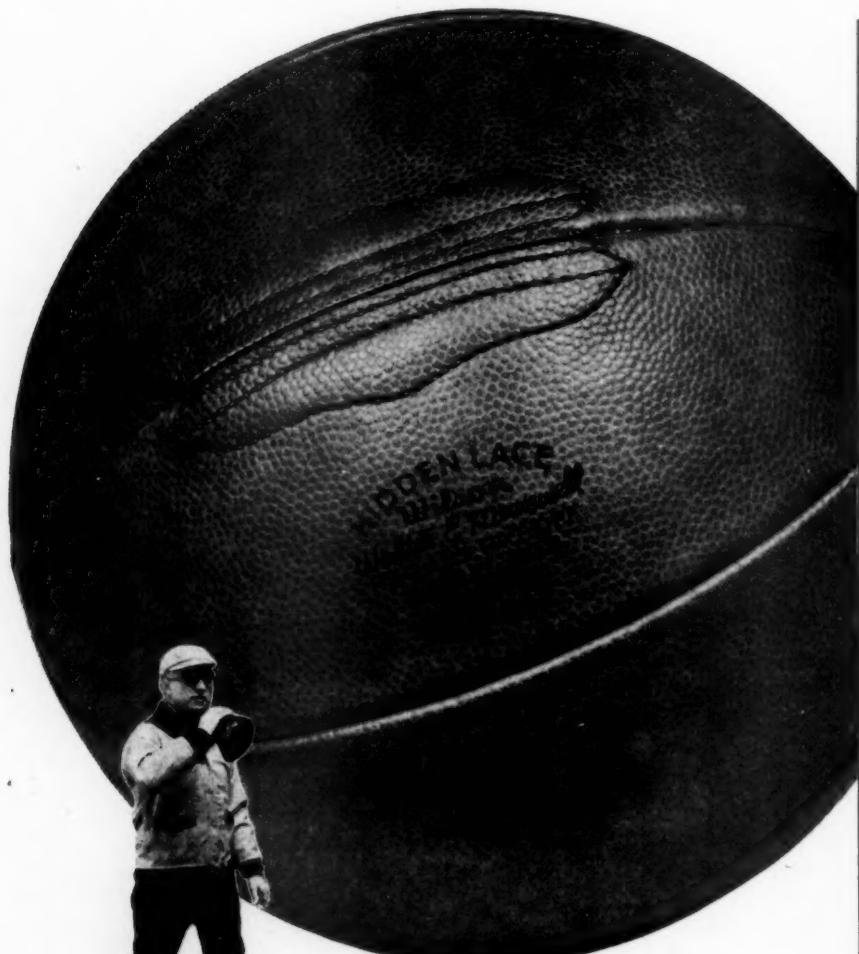
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Volume VIII

CHICAGO, ILLINOIS

Number 3

Modern Offensive Tactics

The 1927 styles in offensive football are discussed in the accompanying article.

By John L. Griffith

WHILE it is true that this year as always the teams in football which can block, charge, handle the ball, run, dodge, kick and pass are the ones that are winning the football games, yet the football coach who tries to keep abreast of the times in his profession must concern himself with the tactics being used by other coaches.

The following article with plays and diagrams illustrating certain types of attack that have been employed so far this year by leading coaches in different sections of the United States cannot by the nature of things be an exhaustive analysis of the offense used by any university or number of universities.

Chicago

The University of Chicago has used among other formations this year the one illustrated in Diagram I. The men come to this position from a huddle and sometimes another shift is made, especially by the ends, when the team is about to punt. The play here illustrated is a forward pass preceded by a backward pass. Number two receives the ball from the snapper-back and running to his left makes a five-yard pass to four who in turn passes to one of the ends. The ends run to different positions in different plays. From this formation the team bucks

both from a direct pass and also from a pass which goes through the quarter-back's hands to a third man.

Oklahoma

The University of Oklahoma team coached by Ad Lindsey is a hard working aggregation with one or two exceptionally speedy backs. Lindsey is using the short kick formation quite largely as the basis of his offense. His team does not use the huddle but the men shift to different positions so that they may employ their special talents to the best advantage in certain plays. The play shown in Diagram II is very effective either for a wide end run or a cut-back.

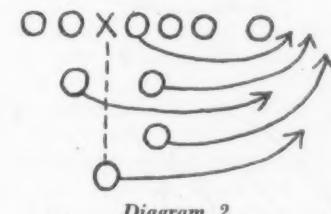


Diagram 2

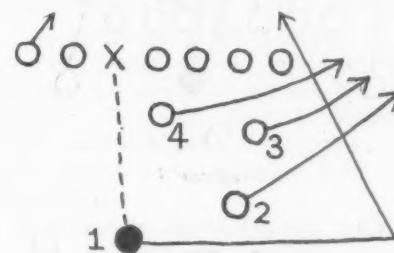


Diagram 3

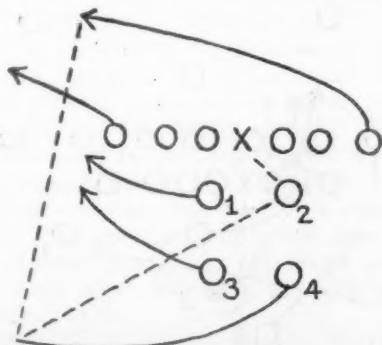


Diagram 1

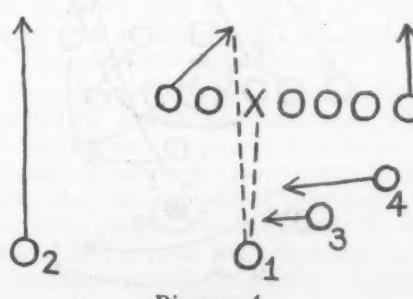


Diagram 4

Yale

Yale this year has a powerful team that as usual shows the results of systematic and organized coaching. Caldwell in the back-field is a powerful runner especially on off-tackle and cut-back plays. The Yale team starts from a huddle, then shifts to a secondary position when one yard behind the line of scrimmage and then shifts again to the final position from which the plays start. From the secondary position it is possible for the men to jump to an unbalanced line on either side of center without revealing in advance their intentions. Yale in the Georgia game used a formation similar to the one illustrated in Diagram III. The number one back who received the ball from the snapper-back either ran wide around the end or cut back over tackle.

Diagram IV illustrates a forward pass play that is being used by Yale. Number two back is a decoy and the pass is probably intended for the left end although it may go to the decoy or the other end. When the pass is made the other backs, three and four, protect the passer.

Purdue

The Purdue team this year is aggressive and smart thus reflecting the characteristics of Jimmie Phelan, the

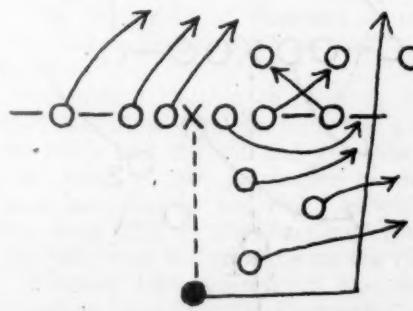


Diagram 5

Purdue coach. The team starts its attack both from the huddle and from a set line-up followed by a back-field shift. The ends move in and out on the line but come to a stop before the ball is snapped.

Diagram V illustrates a play from which Welch has made good yardage both outside of end and as a cut-back inside of end and tackle at times. When the play goes inside, the linemen in front of the play cross-block the defensive tackle and guard.

Diagram VI shows one of Purdue's forward passes. Back number one receives the ball from the snapper-back and may either pass to one of the ends or to back number two as indicated.

Georgia

The University of Georgia team as usual is a fighting organization composed of men who have the ability of playing all the football they know and with cerebral capacity for knowing a lot. Their offense is simple in design and the success of the attack depends upon the drive and power put into the plays by the players with just enough deception to give the ball carriers or pass receivers a chance. The team lines up with a set offense, the quarter-back calling signals. The quarterback in most plays lines up under the center but in very few plays does he receive the ball from the snapper-back. Being in this position, however, he constitutes a threat and sometimes takes the ball for a run or backward pass by himself.

Diagram VII illustrates one of Georgia's forward passes which succeeds not so much because it is highly deceptive but because the quarter-back uses the play at the right time and the men who figure in the play, especially a tall left end, are capable passers and receivers.

Harvard

The backward pass illustrated in Diagram VIII is one of Arnold Horween's plays that is being used by

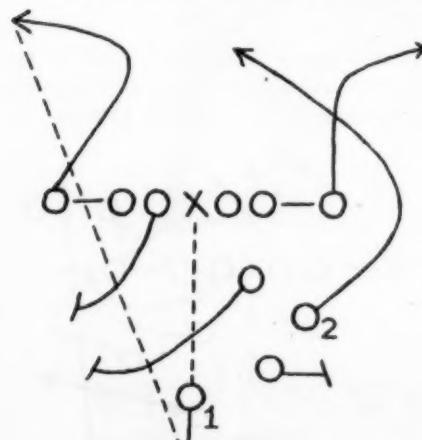


Diagram 6

Harvard this season. The number one back receives the ball from center and, after a play or two from this same formation in a mass on tackle, he takes the ball and starts for a play of tackle and then makes a backward pass to player number two, the intent being to get number two loose from the defensive left end.

Pittsburgh

The veteran coach, Jock Sutherland, has developed a beautiful Pittsburgh team. His attack which employs the principle of the wing backs has both

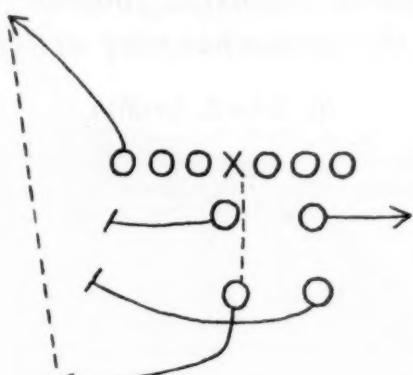


Diagram 7

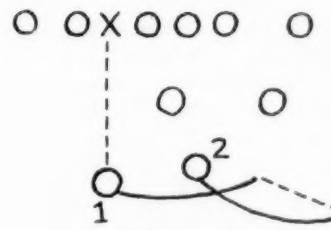


Diagram 8

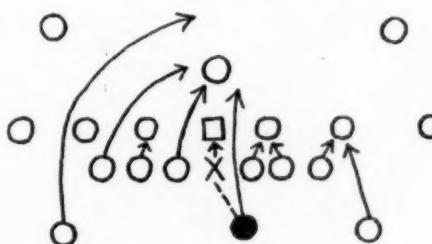


Diagram 9

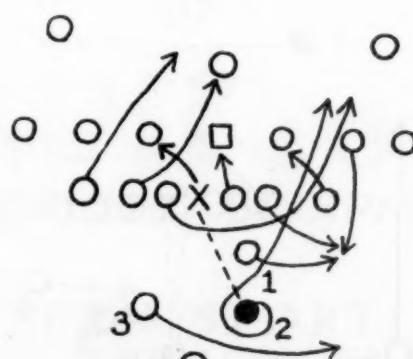


Diagram 10

power and deception. Diagram IX illustrates a line buck which is very effective when the defensive line is spread out.

Football in the Rocky Mountain District

The majority of the teams in the Rocky Mountain section are using the huddle or some other form of shift. Most of the teams that use the old Minnesota shift do not use the huddle. The Rocky Mountain colleges are using the quarter-back for the purpose of feeding the ball to the other backs more this year than in other years. The coaches have given the backward pass a great deal of attention and are using it as preceding the forward pass and also for a buck or run following a spin play. In the games played so far the defensive quarter-backs have been taking more chances in catching the punts than formerly.

Diagram X illustrates a spinner from a punt formation, which has been used in the Rocky Mountains this fall. The right end cross-blocks the defensive left guard. The right tackle cross-blocks the defensive left tackle with the aid of the number one back. The right guard blocks out the center and the left guard comes out of the line and leads the play. The left end and left tackle block the secondary. The ball is passed to the number two back who spins and fakes to give it to number three. The number four back runs in such a manner as to make it possible for him to take a backward pass from number three. This is designed to draw the defensive left tackle and the defensive left end out. Number two after faking to give the ball to three spins back inside of tackle following the interference made by the left guard. For variation, two passes the ball to three and three to four for a backward pass preceding a forward pass.

Diagram XI is a half spinner play. The left end cross-blocks the opposing right guard and the left guard cross-blocks the defensive right tackle. The right guard comes out of the line to the left and leads the play with

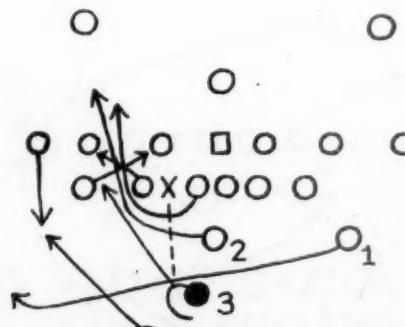


Diagram 11

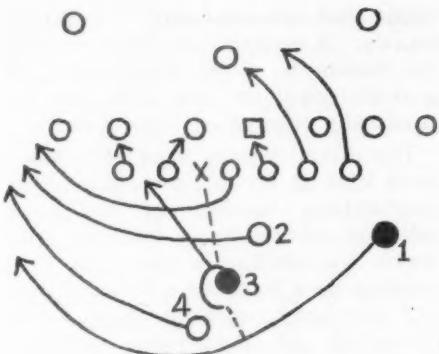


Diagram 12

back number two. The number four back takes the right end out. The ball is passed backward to number three who turns to the left and fakes to give it to back number one. Number three then spins back inside of tackle led by number two and the right guard. The success of the play depends upon the clever movements of back number three in faking the ball to number one.

Diagram XII is of a play to the weak side of the line. The offensive left end turns his tackle in, the offensive left tackle blocks the opposing guard, the guard to the right of center comes out of the line and leads the play to the left along with the number two back. The number four back attempts to turn the defensive right end in. The ball is snapped to number three who spins and gives it to number one for a wide play around left end. Number three then spins back into the line and pretends that he has the ball.

Offense on the Pacific Coast

Stanford uses both the set offense and the huddle system for calling plays. When the men jump into position the ball is usually snapped on the second hop. Occasionally but not always an end or a back comes around in motion behind the full-back. The formation that Glen Warner has used quite largely this year is illustrated in Diagram XIII. The rear back is from three and a half to four yards behind center except on kicks when he moves back six yards and number two drops back so that he is three and a half yards from the line.

The University of Southern California uses a shift similar to the one that Howard Jones used when he was coaching the University of Iowa. The huddle shift is also employed with the two guards behind the center and the tackles, ends and backs all in a single line. The guards jump to one side of the center, usually to the right, and the ends and tackle hop up onto the line.

The Oregon Aggies use the huddle

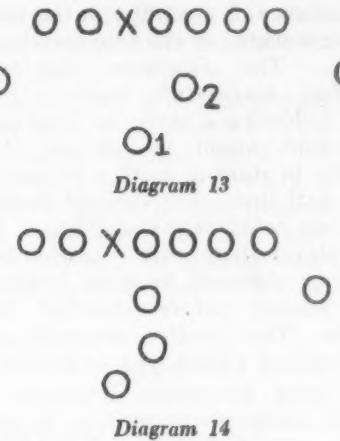


Diagram 13

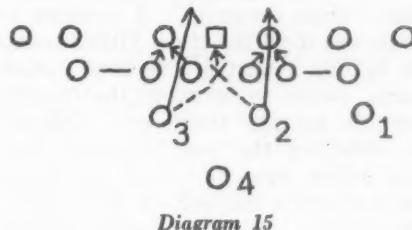


Diagram 14

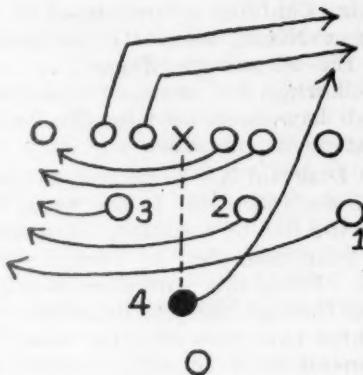


Diagram 17

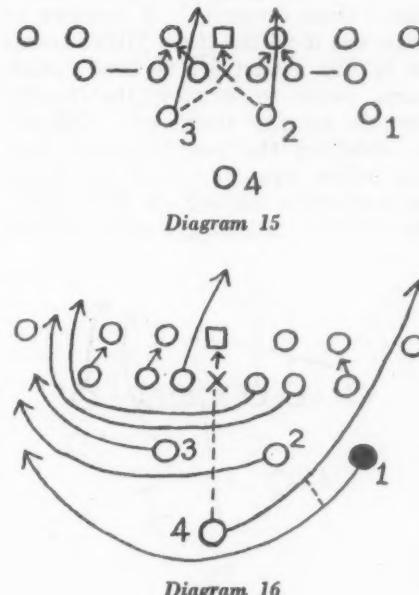


Diagram 15

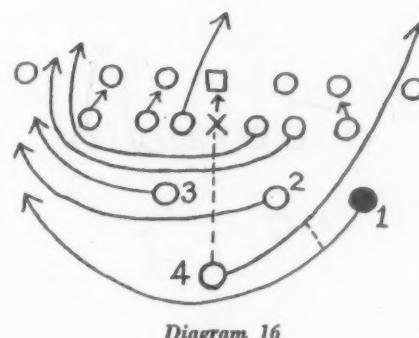


Diagram 16

shift in which the men line up very close to the ball. They also use a back-field shift very similar to the one used so successfully by Notre Dame. The quarter-back handles the ball on split backs and sometimes on straight backs and also on forward passes. With this formation the quarter-back sneak through center is very effective.

The University of Oregon team used the Notre Dame shift last year but because there is so much rainy weather in and around Eugene, Coach McEwan is this year more and more using a set offense with two wing backs.

Washington State College coached by Babe Hollingbery uses both the set formation and the huddle system. The style of play is similar to that which was developed by Andy Smith at the University of California.

The University of Washington, coached by Enoch Bagshaw, uses the set offense as a general rule and does not call signals from the huddle. They sometimes use two wing backs and on the punt formation frequently shift an end and a back in such a manner as to make one of the tackles eligible

for a pass. Diagram XIV illustrates one of the Washington formations.

The University of California at Berkeley has changed its offensive tactics somewhat this season but they still use the unbalanced line with the quarter-back under the center. The quarter-back occasionally feeds the ball to the back and at other times the ball is snapped back through his outstretched hands to one of the other backs. Nibbs Price has had a great deal of experience with the Rugby game and may be expected to show something in the form of backward passes later in the season.

The University of Idaho team, coached by Charles Erb, who was quarter-back on the California wonder teams a few seasons ago, uses the set and go system with the quarter-back calling the signals.

The University of Montana has based its attack so far this year quite largely on a kick formation with the quarter-back calling the signals.

The University of California at Los Angeles, the newest member of the Pacific Coast Conference is using a set and go system in which the quarter-back calls the signals. This team has used the huddle only a few times so far this year.

"Ship" Maddegan of St. Mary's is using the Notre Dame shift and has his quarter-back call signals from a set offense.

The Santa Clara team coached by another Notre Dame man, Adam Walsh, is using the Notre Dame shift and has so far not employed the huddle.

The University of Nevada also uses the Notre Dame shift without the huddle. Occidental College coached by Albert Exendine employs both the huddle shift and the set and go system. The style of play is similar to that used last year by the Navy in which the wing back on the short side takes the ball from center while on the run.

Pomona College, one of the outstanding colleges of the Southern Cali-

fornia Conference and coached by Eugene Nixon, uses both the huddle and the set and go offense.

Following are some of the plays which have been used by the Pacific Coast teams this fall:

In Diagram XV backs one, two and three are from four to five yards behind the line of scrimmage and number four from ten to twelve yards back. From this formation straight bucks through the line by either two or three have been effective when the opponents have spread out their defensive line.

Diagram XVI illustrates a play in which number four receives the ball from the snapper-back and runs as though making an off-tackle play on his right side. He holds the ball behind his back and number one takes it for a run around the left side. Number four, however, continues his run pretending that he still has the ball. This is a preliminary play to another one which is illustrated by Diagram XVII. In this the left tackle and left guard break through the defensive line to run interference and number four instead of passing the ball to number one retains possession holding it behind him with his right hand and attempts to fool the opposing left end and tackle. This has been called the bootleg play.

Diagram XVIII is a pass to be used against the spearhead defense. Back number four is close enough to the line so as to keep the opposing center in his line. While the pass may be made to one of the ends it usually goes to back number two as indicated in the diagram.

Football in the Southeast

It is a little early to say with any degree of accuracy the amount of change in playing tactics the new rules in football have brought about. The radical changes in rules caused a great deal of discussion as to the practical application of several rules and brought up the question of what body was the final authority on interpretations. The new shift rule gives

an instance of a conflict in the matter of the working of the rule revising the shift. The Southern Conference Officials Association made a ruling that following a shift one man of the back-field would be allowed immediately to start in motion towards his own goal line. The Central Board of Officials ruled that following a shift if a player then went in motion backward or obliquely he must hesitate a full second before starting backwards. The question naturally arose as to which ruling was to govern.

In this southeastern section the huddle seems to be gaining in popularity as more teams are using it this season than formerly. A number of teams use it all the time. Other teams use it only a part of the time. Such teams seem to employ the huddle when in scoring territory. Officials are exacting the penalty more than ever before against teams for taking too much time getting off their plays. The officials call the penalty against

teams that are constantly "checking" signals. A majority of teams go from the huddle to a set formation. It is evident that the new shift rule has practically eliminated the old shift.

The direct pass is used very much more than is the indirect pass. The quarter-back handles the ball as a rule for special plays such as split backs, for bluffing a pass and then running back to make a forward pass and for quick opening plays. The University of Tennessee keeps its quarter-back in position to take the ball or allow the center to make a direct pass. The quarter-back handles the ball on a buck inside tackle and on split backs. All other plays are run from a direct pass. The quarter-back takes the same position on kick formations and comes from that position to block for kicks.

The University of Virginia occasionally has a back go up as though to take the ball from the center, then go in motion backward for a running play. North Carolina State starts its plays from a T formation with the quarter under center. On some plays the quarter-back handles the ball but on a majority of the plays the back-field shifts from the original T formation. North Carolina University has the quarter-back handle the ball on a few plays. The majority of teams in this section do not employ the direct pass at all.

The shift has all but disappeared. North Carolina University has discontinued the shift and has gone to a set formation with one back in motion backwards as the ball is put in play. Wake Forest, from a revised shift formation shifts the front back on the strong side, then the weak side back runs backwards or obliquely to head the interference. Virginia sets the backs, shifts one back, then a second back shifts to a new position. Officials have been allowing the ball to be snapped immediately after the second back changes his position without calling a penalty for the rule that requires that a second elapse following a shift. Furman continues

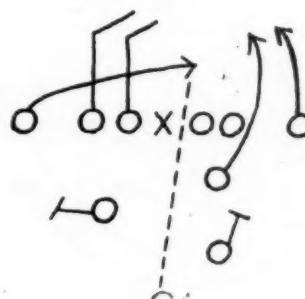


Diagram 19

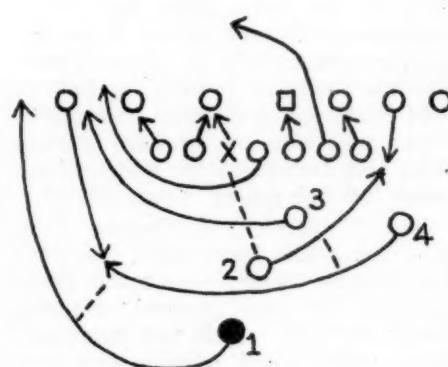


Diagram 20

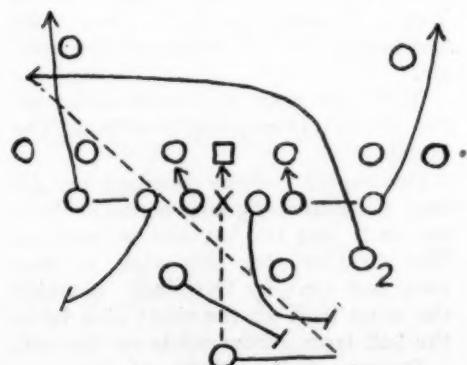


Diagram 18

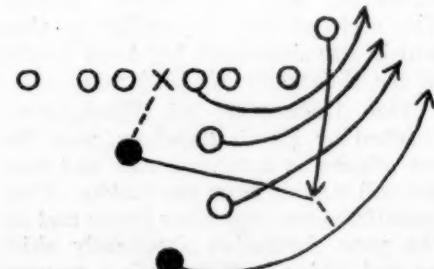


Diagram 21

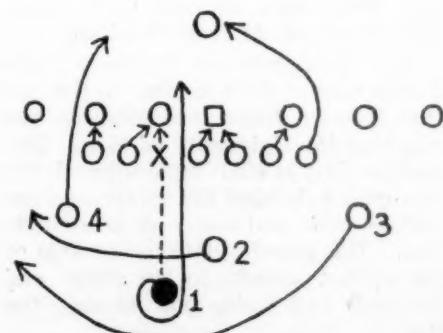


Diagram 22

to use its justly named Crazy-Quilt shift. This team does, however, observe the necessary pause and of course loses some of the effectiveness of the shift. Most other teams use the direct pass exclusively.

The lateral pass did not put in an appearance in the first two games of the season. The past two weeks it has been very much in evidence. The chances are that it will be used to good advantage as the season progresses. South Carolina scored its first touchdown against Virginia on a lateral pass play. North Carolina State used two different lateral pass plays in its game against Wake Forest on October 13th.

Duke University uses two wing-backs with direct passes followed by double and triple passes for criss-cross runs.

South Carolina employs only direct passes but gets a good lateral pass from a criss-cross.

Quarter-backs are catching more of the punts than they did a year ago. McDowell of North Carolina State caught a punt in the North Carolina State-Wake Forest game and ran sixty yards for a touchdown.

In order that spectators may be able to know approximately where the goal lines are, side line markers are being used with a large G on the marker. One school has placed posts, painted white to locate the goal lines.

In a high school game the referee awarded a touchdown to a team on the ten-yard line. New rules surely cause strange decisions.

Diagram XIX illustrates a forward pass that resulted in the break in the game between two rival southern state universities. This play paved the way for the first touchdown. This is a punt formation except that number one back is only seven yards behind his center. The ball was passed to number one who immediately pulled it above his right shoulder with both hands and made a pass to the left end at the spot indicated in the diagram. The left tackle and the left guard broke through to protect the left end. The pass receiver stopped, faced the passer and caught the ball two or three yards beyond the line of scrimmage. The end called "go" when he caught the ball and the left

tackle, the left guards, the right end and the number three back blocked off the defensive backs.

Diagram XX is a lateral pass that starts with a criss-cross. On this play South Carolina scored its first touchdown against Virginia. The ball is snapped to the number two back, who starts to the right and hands the ball to number four who is running to the left. Number two

after passing the ball blocks the defensive left tackle, number four runs as though to make an end run but passes the ball to number one, who is slightly in the rear of number four, the guard to the right of center comes out of the line for interference along with back number three. The defensive right end was allowed to come in and at the moment when he tackles back number four the latter passes the ball to number one.

Diagram XXI is a lateral pass which has been worked from a kick formation. This play resulted in getting the runner loose for three runs in a game this fall and was the means of scoring two touchdowns. The ball is snapped to the weak back who runs with it until the defensive left end comes in on him when he passes to the deep-back who has run outside and slightly to the rear of the ball carrier. The two strong side backs bluff at the end but go on through for the secondary defense. The right end blocks the defensive left tackle as does the right guard in case the tackle is not taken care of by the end. The left end and the left guard block the secondary defense.

The University of Illinois

The play shown in Diagram XXII is one which Coach Zuppke's team has used very successfully this season. The ball is snapped to one who fakes to give it to three and then turns and bucks through the line. The line men farthest from the point of assault after checking their opposing line men then block the secondary defense. Backs three and four frequently take turns in starting in motion toward their own end line. When a run is to be made around the strong side four starts in motion and leads the interference along with two and the right guard who comes out of the line.

The Illinois team has this year discarded the huddle. The men line up with the wing back as shown in Diagram XXII and then the men are

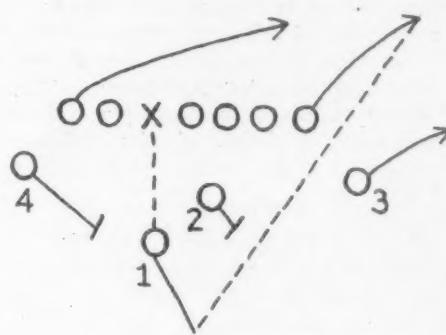


Diagram 24

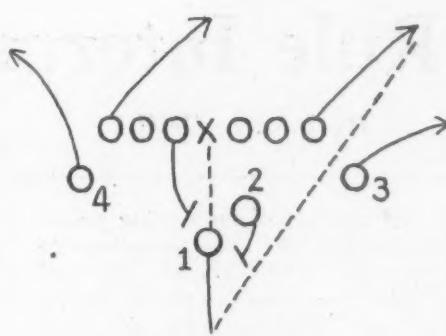


Diagram 25

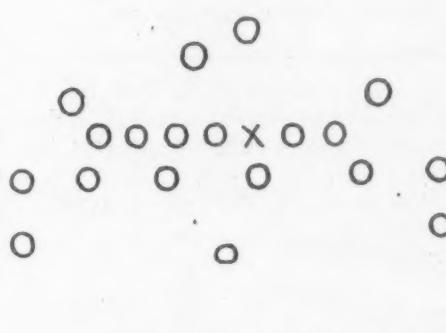


Diagram 26

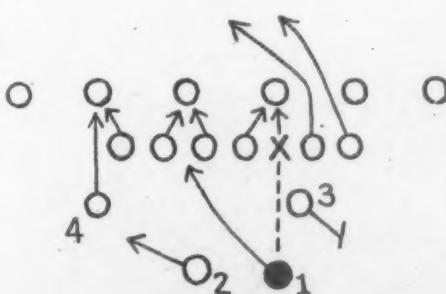


Diagram 27

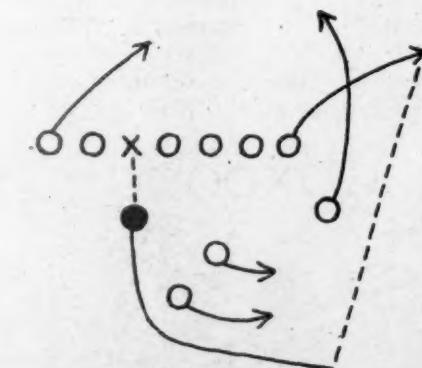


Diagram 28

shifted so as to place men with special ability along certain lines in position to execute their specialties most effectively. The ends play both close to their tackles or wide depending upon the play which is called.

Play XXIV as illustrated in the diagram is a double criss-cross used by Illinois. Two receives the ball from the snapper-back, passes to three who in turn passes to four for a run around the right end. The right guard and backs one and two provide the interference.

One of the Illinois pass plays is illustrated in Diagram XXIV. This is a quick short pass from one to either end or three. The play is executed very quickly and for its success depends upon the ability of the three pass receivers in eluding the opposing defensive full and half.

A variation of the pass just described is the one illustrated by Diagram XXV. In this four deploys

to the left to keep the defensive right half engaged. If he is not covered the ball may be passed to him. If he is covered then the pass is made to one of the other three men.

Coach Zuppke used a smart defense against Northwestern's strong line attack and running plays. It is illustrated in Diagram XXVI. Six men played on the defensive line. The center backed up the line and two backs supported the flanks. These men were from two and a half to four yards back of the ends. This defense threw nine men against Lewis' line bucks and Gustafson's end runs. The defense against passes was thus weakened in favor of the defense against bucks and runs.

Northwestern

Dick Hanley has coached his Northwestern team to use the Warner system of offense. The team lines up shifted or the men are moved after the line up and then the signals are

given. Frequently the two wing backs line up outside the ends as in the Warner system and at other times there is a wing back on the strong side with the backs in the formation shown in Diagram XXVII. The play illustrated is one of those from which Lewis bucks the line as indicated. Sometimes he fakes to give the ball to a man in motion and then bucks the line.

The Northwestern passes are usually short and to a spot. The passes are usually made from close to the line and the receivers are from ten to fifteen yards in the opponent's territory when the ball strikes.

Diagram XXVIII illustrates one of the Northwestern short passes. The ball generally goes to the right end. Two backs and the line protect the passer. For variety the right end and the wing back run to the other side for passes and the left end runs wide toward his side line.

Football Rule Interpretations

By John L. Griffith

QUESTION: May a center pass the ball in such a manner as to place it behind the knee of one of the guards so that another man may thereafter take it for a run?

Answer: No. This is covered by approved ruling 3.

Question: The entire team comes back after a huddle, shifts into the line and then the quarterback calls them back for another huddle. The ball is snapped before thirty seconds have elapsed. Should the team be penalized for remaining more than fifteen seconds in a huddle?

Answer: The Western Conference officials and coaches decided that, if the play were made before thirty seconds had elapsed, it would be legal.

Question: On a punt the ball is blocked behind the line of scrimmage and goes out of bounds without crossing the line of scrimmage. Whose ball is it?

Answer: The ball belongs to the kicking team at the place where it

A number of interesting points regarding the interpretations to be placed on certain football rules have come to the attention of the editor, who has discussed them with leading officials and presents herewith what seems to be the logical conclusions.

was last touched if blocked by the offensive man and to team B if blocked by B at the spot where it was last touched by B.

Question: A member of team A

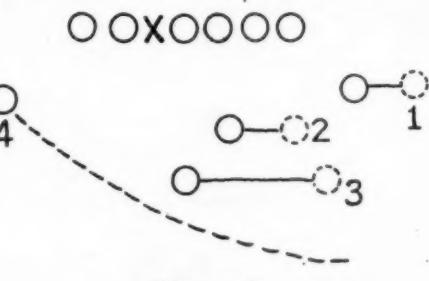


Diagram 2

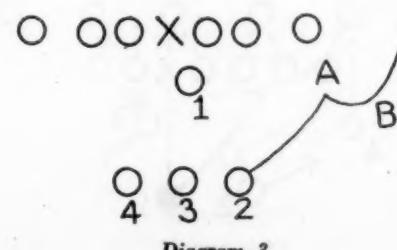


Diagram 3

punts from behind his goal line, the punt is blocked and rolls across the side line in the end zone.

Answer: This is a safety by definition. (See Rule VI, Section B.)

Question: Team A punts and the ball is fumbled by team B in the field of play and then rolls across the goal line where a member of team A falls on it in the end zone.

Answer: Touchdown.

Question: If team B muffs a punted ball may the man who muffed the ball recover it and run with it?

Answer: Yes.

Question: The snapper-back passes the ball to the fullback on a direct pass for a punt. The ball is fumbled and hits the ground. Is it dead?

Answer: No. (See Rule XVII, Section B.)

Question: When are the headlinesman's sticks not moved on fouls?

Answer: On an off-side and when time is taken out more than three times.

Question: Team A on third down makes the second incompletely pass in a series and on this play the pass is

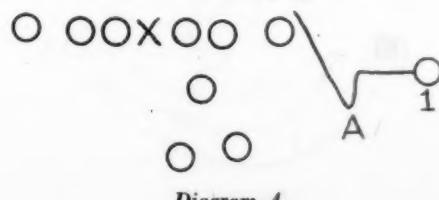


Diagram 4

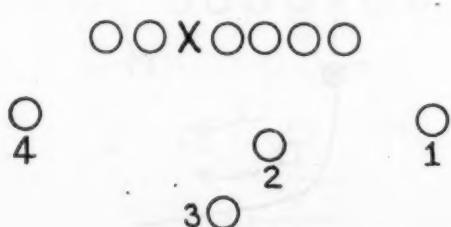


Diagram 1

incompletes in the end zone. May the penalty for a second incompletely passed ball be declined?

Answer: Yes. It is a touchback.

Question: An off-side man touches the ball on a punt on the three-yard line. It is then recovered by another off-side man, who carries it over the goal line.

Answer: The defending team may take the ball at the spot where the first off-side man touched it or as a touchback.

Question: A punter standing in the end zone in an attempt to kick out steps across the end line where he receives the pass from the snapper-back.

Answer: Safety.

Question: Team B man slugs while the ball is in the air from a kick-off. What is the penalty?

Answer: Disqualification, loss of the ball (See XXIII, Section 5) and loss of one-half the distance to the goal line.

Question: Team A punts and the left end on team A catches the ball, although a member of team B had an opportunity of making a fair catch.

Answer: This is interference with an opportunity for a fair catch.

Question: On the kick-off a member of the kicking team in trying to recover the ball muffs it and the ball rolls out of bounds.

Answer: The ball belongs to team A at the spot where it was last touched in the field of play.

Question: The second man who was originally eligible on a forward pass in attempting to recover a ball which has hit an eligible man accidentally bumps the defensive man who also is trying to recover the ball in the air.

Answer: This is not a foul.

Question: Is an incompletely backward pass a foul, that is, does an off-side by the defensive team offset an incompletely backward pass?

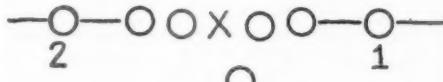


Diagram 5

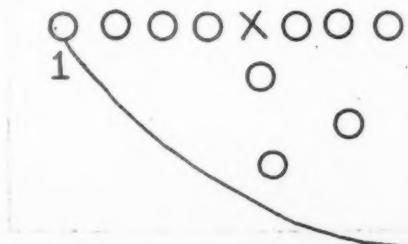


Diagram 6

Answer: No. It is not a foul.

Question: On the second down team A made an incompletely passed ball. On the next play another pass was attempted and the ball was touched by an eligible man and was then caught by a second man who was originally eligible when the play started. The ball did not touch the ground.

Answer: The team should be penalized five yards for making two incompletely passed balls in a series.

Question: On a punt the ball hits the safety man on team B and then a member of team A trying to get it knocks it forward twenty-five yards and then recovers it twenty-five yards in advance of the spot where he first muffed it. Is it A's ball where first touched or where it was actually recovered?

Answer: At the spot where it was recovered.

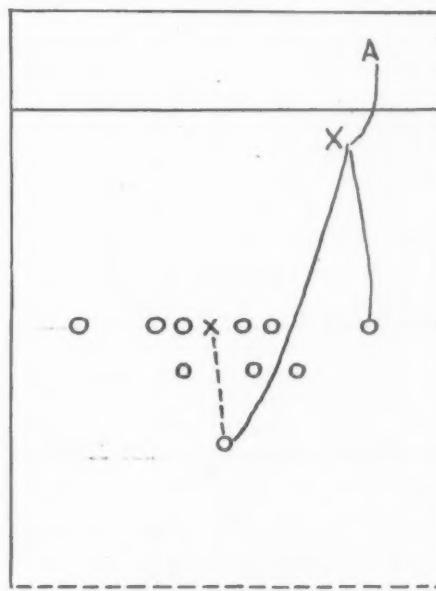


Diagram 7

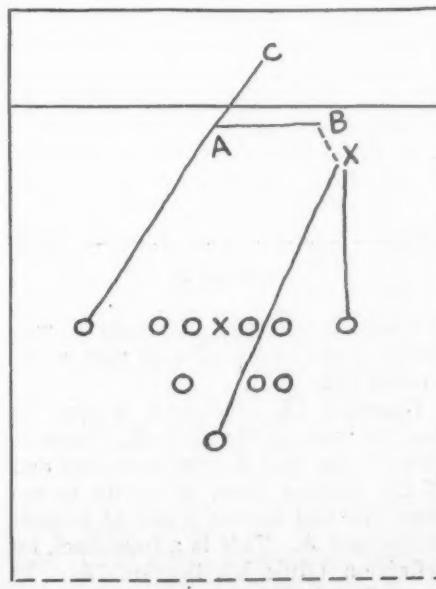


Diagram 8

Question: On a kick-off a member of team B catches the ball and makes an incompletely backward pass.

Answer: The ball is dead and belongs to B where it hits the ground.

Question: A defensive tackle holds an eligible man on the line of scrimmage.

Answer: This is a five-yard penalty and first down. If he holds the end after he has crossed the line of scrimmage it is interference with a forward pass and the penalty is the loss of the ball at the spot of the foul and first down.

The question of the shift has caused considerable confusion this year due to the fact that the rules committee legislated against the shift without giving a definition of the shift. As a result the play is being legislated differently by different officials' associations. The Western Conference officials and coaches decided that a shifted man might start in motion toward his own end line before one second had elapsed. The eastern officials have agreed not to permit this. The following diagrams are presented to illustrate different phases of the shift play.

In Diagram I the men line up with a set offense. In other words, they have not come to this position from a huddle. On the shift, one, two and three move to their new positions as shown by the dotted lines in Diagram II. Four starts in motion toward his own goal and receives the ball from the snapper-back. Under Western Conference interpretations this play is legal.

Diagram III illustrates another possibility. Two charges forward to the spot A, then reverses and at the moment when the ball is snapped is

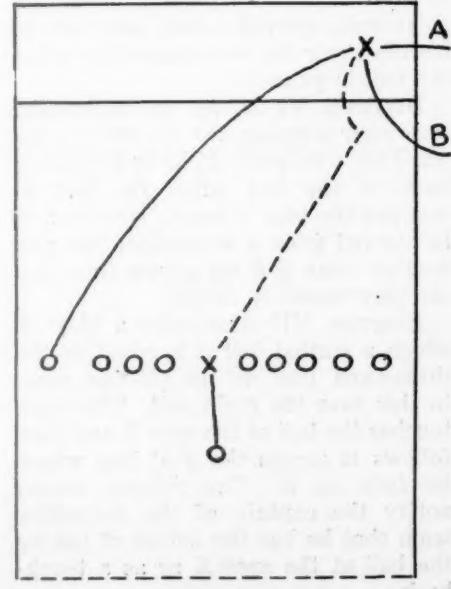


Diagram 9

going in the direction of B, which is toward his own goal line. He then pivots and flanks the opposing tackle. Both the eastern and the midwestern officials have decided that this play is legal.

In Diagram IV, one, who is one yard behind the line, trots in toward the center and at the moment when

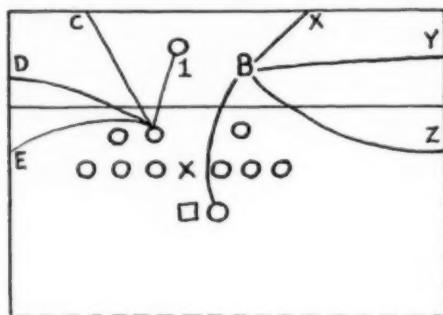


Diagram 10

the ball is snapped from center steps sharply back toward his own goal line and then pivots and flanks the opposing tackle. This play is legal.

Diagram V illustrates another phase of the shift in which the ends move in and out on the line of scrimmage for the purpose of getting into a strategic position to block their opposing tackles. If the ball is snapped when either of these men is in motion along the scrimmage line he would be penalized for being illegally in motion. This is a five-yard penalty. The eastern officials would permit one man to move in and out as described above, but would hold that if both ends changed their position that they would come under the shift rule and that if they did not remain stationary for a full second they would be penalized fifteen yards. The Western Conference coaches and officials have agreed that the ends may move in and out without incurring a penalty under the shift rule, provided they are not in motion along the scrimmage line when the ball is passed.

Diagram VI shows an eight-man line with number one in motion toward his own goal. If he is five yards back of the line when the ball is snapped the play is legal. However, if he started from a seven-man line and another man did not jump into line the play would be illegal.

Diagram VII illustrates a play in which a punted ball is touched on the three-yard line by an off-side man, in this case the right end. This man touches the ball at the spot X and then follows it across the goal line where he falls on it. The referee should notify the captain of the defending team that he has the option of taking the ball at the spot X or as a touchback.

In Diagram VIII the ball is kicked on a punt, is touched by the right end at the spot X and then in turn is muffed (that is the player does not have it in his possession and control) by a defensive player B and the left end on the kicking team recovers the ball and carries it across the goal line. In this case also the referee should notify the captain of the defending team that he has the option of taking

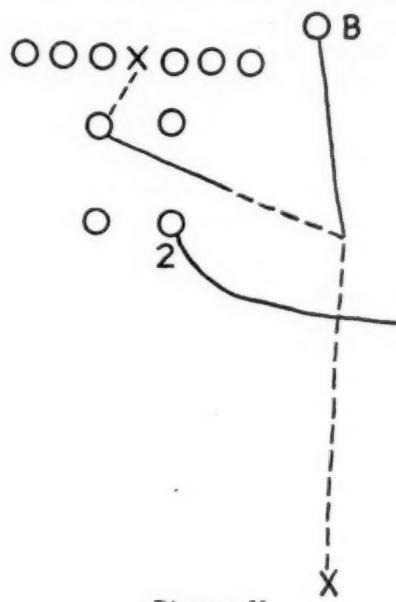


Diagram 11

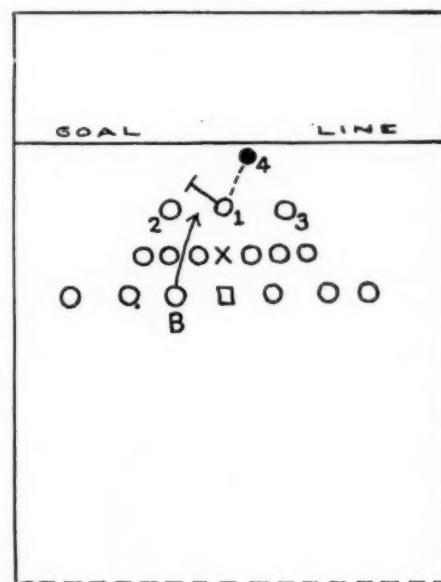


Diagram 12

the ball at the spot X where it was first touched by an off-side man or as a touchback.

Diagram IX illustrates a play in the end zone on the kick-off. Team A kicks to the spot X where the left end of the kicking team in trying to recover the ball knocks it out of bounds at the spot A. This is a touchback by definition (Rule VI, Section 15). If he muffed it in such a manner as to

cause it to go out of bounds at the spot B it would be a touchdown by definition (Rule XIII, Section 8).

Diagram X illustrates two plays which might occur when the ball is being punted out from behind the kicking team's goal line. If the ball is blocked by B in such a manner as to cause it to go out of bounds at either X or Y it is a safety by Conference Rule 6. If it goes out of bounds at Z it is a touchdown according to Rule XIII, Section 8. If the ball, however, bounces back from a member of the kicker's team who is behind or in his line and goes out of bounds at C or D, it is a safety. At E it counts a down.

In Diagram XI player number one attempts to make a backward pass to two. The defensive left end B, however, bats the ball down the field to the spot X. On the first, second or third down the ball would belong to team A at the spot X. On the fourth down it would be B's ball at X.

Diagram XII illustrates a play which may occur when team A is punting. The ball is blocked by a member of team A (in the diagram player number one), the ball does not cross the line of scrimmage and it is recovered by a member of team A in the field of play. It is A's ball and counts a down. If B recovers it, it is B's ball.

In Diagram XIII the ball on a punt does not cross the line of scrimmage, but is blocked by a member of the kicking team and goes out of bounds. It is A's ball and it counts as a down.

Diagram XIV. Here team A punts and the ball hits his own man two at the spot C, in other words across the line of scrimmage, and then goes out of bounds at X, Y or Z. Team B has the option of taking the ball where it

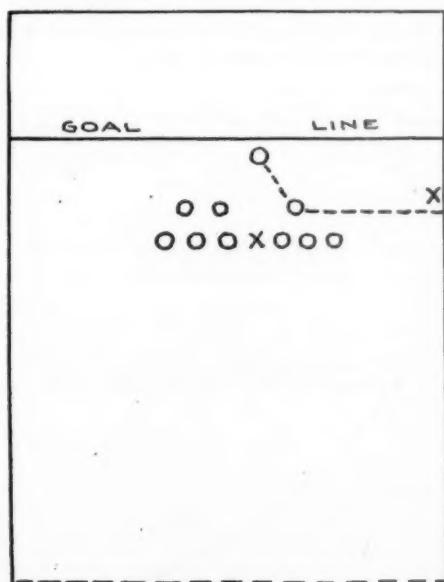


Diagram 13

went out of bounds or at the point C where it struck an off-side man.

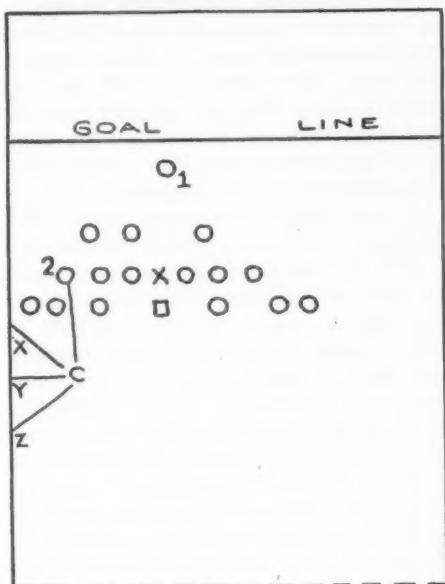


Diagram 14

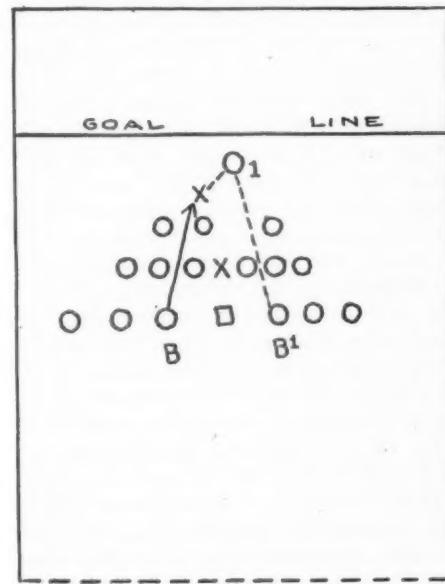
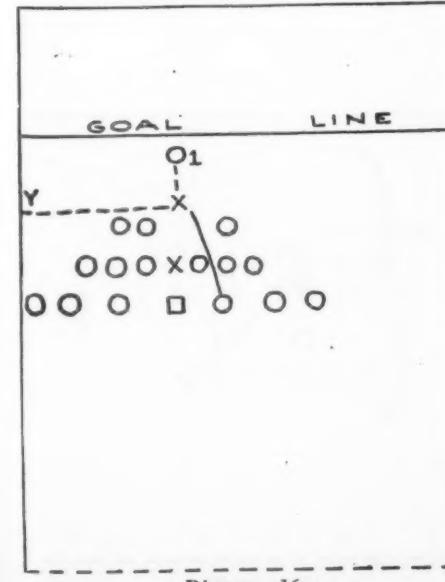


Diagram 15



— — — —
Diagram 16

Diagram XV. Here team A kicks and the ball is blocked on the line of scrimmage by B1 or in A's territory by B at the spot X. If the ball is recovered by team B it belongs to the defensive team. If recovered by team A it belongs to the kicking team and counts a down.

Diagram XVI. Team A punts and a member of team B blocks the ball behind the line of scrimmage as at spot X and the ball goes out of bounds at the spot Y. In this case the ball belongs to team B where it was last touched in the field of play.

Diagram XVII. Team A kicks and a member of team B either blocks the ball on the line of scrimmage or in A's territory as indicated at the spot X. The ball then crosses the line of scrimmage and player number two touches the ball after it has crossed the line of scrimmage. It is team B's ball at Y, which is the spot of the foul.

Diagram XVIII. Team A kicks and the ball is blocked by B while the player is standing behind his own line of scrimmage and then goes out of bounds at the spot X. It is B's ball where it was last touched. However, if a member of team A, for instance player number two, recovers it anywhere between the goal lines it is team A's ball at the point of recovery and counts a first down. The question here arises what would happen if player number two in attempting to recover the ball after it hit B behind his line of scrimmage and team A then knocked the ball out of bounds at the spot X. Rule XIII, Section 8, suggests that if a punted ball that has not been in possession and control of a player goes out of bounds before crossing either goal line it shall belong to the opponents at the point where it goes out of bounds. The rule book uses the words "fumbled," "muffed," "touched" and "juggled" interchangeably. For instance, in the discussion of the principal changes in the rules for 1927 in the last paragraph the wording is as follows "when a ball is kicked from scrimmage formation and simply touches (or is muffed by) a player," etc. Here the words "touched" and "muffed" apparently are intended to mean the same thing. In Rule XVIII Section 2 the wording is as follows "A player may at all times receive the ball from another of his own side who is in front of him and any player may recover the ball on a *fumble* or a *muff*." Here the rules committee have used the words "fumble" and "muff" as meaning the same thing. In Rule XIII Section 8 the words "unless actually caught by a player and then fumbled" would seem to indicate that "fumble"

applies to the case in which a ball has been actually caught and in the pos-

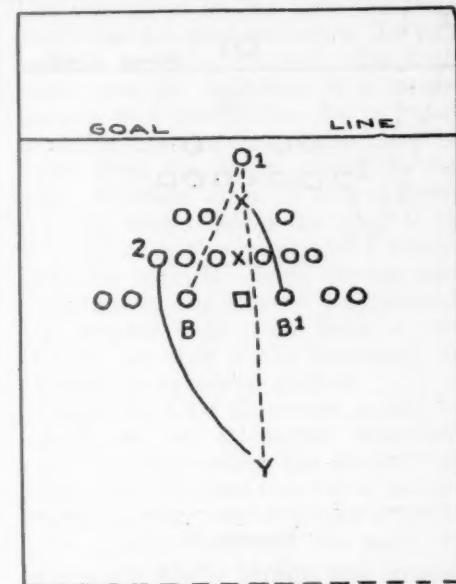


Diagram 17

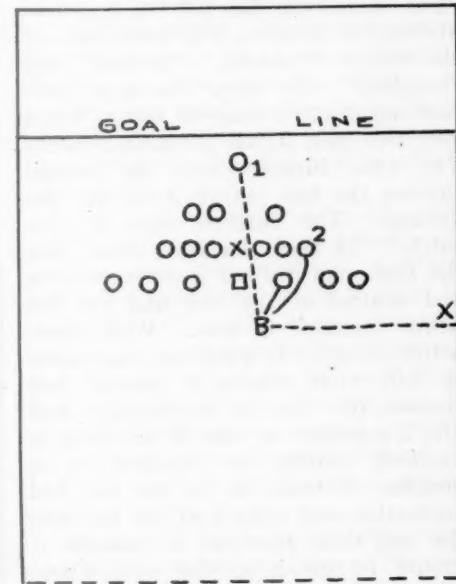


Diagram 18

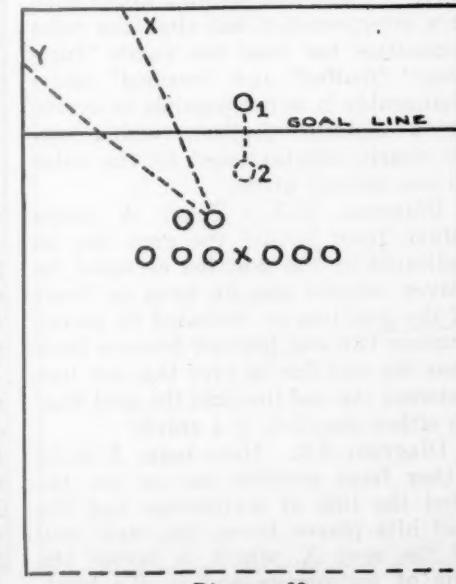


Diagram 19

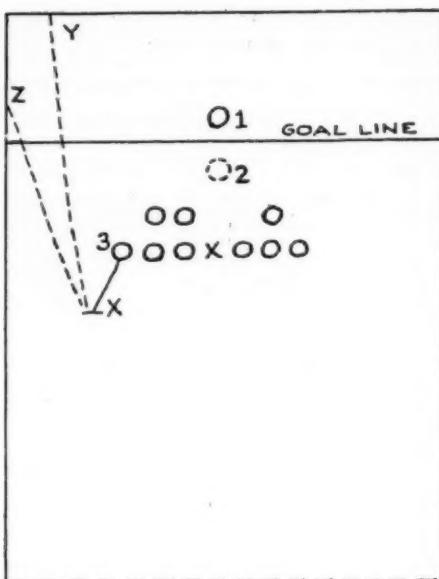


Diagram 20

session and control of the player and then dropped. It is clear that the rules committee has not made a fine distinction between the definitions of the words "fumbled," "muffed" and "touched." To carry the point further, approved ruling 32 reads "On a kick two men signal for a fair catch. The first fumbles and the second catches the ball before it strikes the ground. The referee rules a fair catch." In this case it is clear that the first man did not have possession and control of the ball and yet the word "fumble" is used. With these points in mind it would be reasonable to rule that where a punted ball crosses the line of scrimmage and hits a member of team B and then is touched, muffed or fumbled by a member of team A, he has not had possession and control of the ball and the ball then goes out of bounds, it should be given to the side whose player last touched it in the field of play. Others will possibly differ with this interpretation but since the rules committee has used the words "fumbled," "muffed" and "touched" interchangeably it is not possible to arrive at a definite decision which can be clearly substantiated by the rules in the football guide.

Diagram XIX. Team A punts either from behind the goal line as indicated by the position occupied by player number one or from in front of the goal line as indicated by player number two and the ball bounces back over the end line or over the side line between the end line and the goal line. In either case this is a safety.

Diagram XX. Here team A kicks either from position one or two behind the line of scrimmage and the ball hits player three, the right end at the spot X, which is across the line of scrimmage and in B's terri-

tory. It then bounces over the end line or the side line between the end line and the goal line. This is a safety in either case or team B may take the ball where it hit an off-side man.

Diagram XXI. Team A's punter kicks from either position one or two and the ball hits a member of team B and bounces back over the end line or the side line between the end

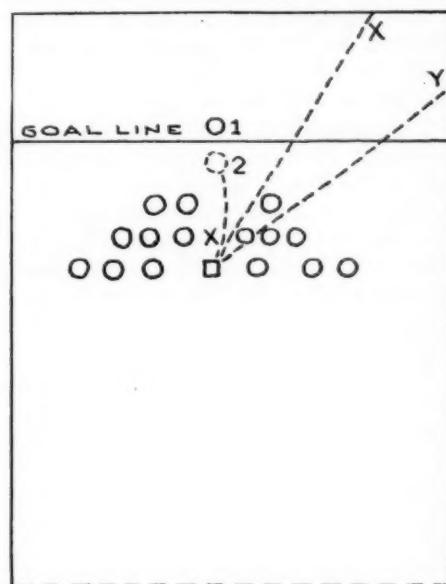


Diagram 21

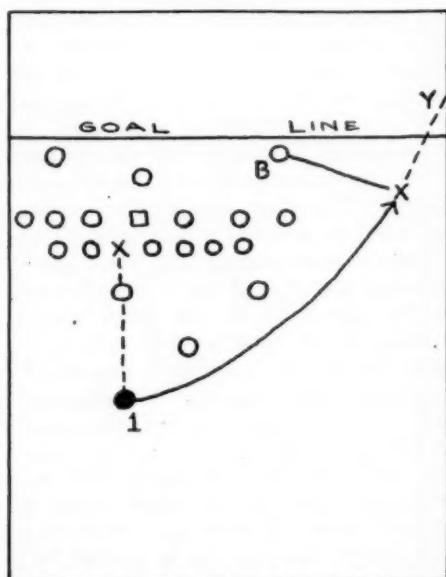


Diagram 22

line and the goal line. The Western Conference coaches and officials have interpreted that in either case this will be a safety.

Diagram XXII. Player number one makes a wide end run around the opponent's left end. He is tackled by B at the spot X. The ball is fumbled in such a manner as to cause it to cross the goal line and go out of bounds at the spot Y. This is a touchback under Rule VI Section 15.

Diagram XXIII illustrates an at-

tempted backward pass that is batted toward the offensive team's goal line by a member of the defensive team. In this case team A's back number one attempts a backward pass to number two. The defensive left end on team B bats the ball at the spot X and it strikes the ground at the spot Y. The rules committee interpretation relative to the backward pass is "In case a backward pass is touched without a player gaining control of it and the ball then strikes the ground or goes out of bounds in advance of the spot at which it was touched, it shall belong to the team which made the pass at the spot at which it was first so touched. This provision shall apply whether the ball strikes the ground in the field of play or behind the defensive goal line." In this play the ball strikes the ground without a player gaining control of it behind the spot at which it was touched. Consequently according to Rule XVII Section 1 on first, second or third down the ball belongs to team A at the spot Y and on fourth down it belongs to team B at the spot Y.

The play illustrated by Diagram XXIV is the same as the one in Diagram XXIII except that in this case the ball strikes the ground in team A's end zone. The eastern officials have been instructed to rule a safety and the ruling is supported as follows, "If the defensive team bats the ball towards the opponent's goal line on a backward pass the ball is dead where it strikes the ground even if this be behind the opponent's goal in which case it would be a safety." The rules committee modification of Rule XVII Section (B and C) state "This provision shall apply whether the ball strikes the ground in the field of play or behind the defensive goal line." The statement for eastern

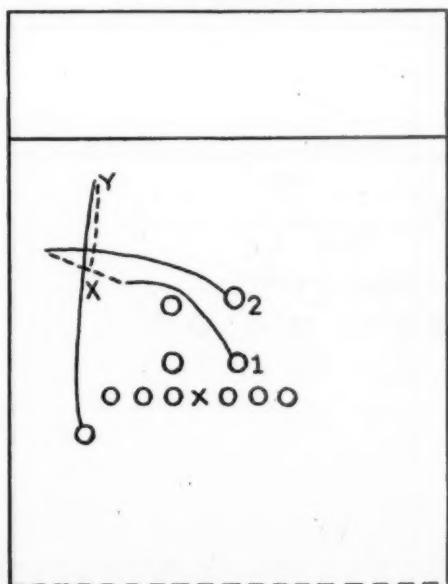


Diagram 23

officials further reads "The omission of the offensive goal line shows the intent of the rules committee in framing this modification." When the interpretation of Rule XVII Section 1 (A and B) was adopted by the Western Conference (which interpretation was later accepted by the rules committee) an attempt was made to so interpret the rule that team A would not be permitted to bat the ball on a backward pass into team B's end zone for a touchdown by team A. At this meeting nothing was said concerning a play such as the one illustrated in Diagram XXIV in which case the defensive team bats the ball into the offensive team's end zone. Since the rules committee interpretation or modification does not cover this contingency an official who is called upon to administer this play in a game is forced to make a ruling that can be supported by the rules book. This being true there are two rules which would give him authority for ruling a touchback if the ball is batted into the offensive team's end zone on an attempted backward pass by team A on first, second or third down and a touchdown for team B on fourth down. The rules that support this conclusion are first the rules committee's interpretation which states in brief that if on a backward pass the ball is touched without a player gaining control of it and the ball then strikes the ground in the field of play or behind the defensive team's goal line in advance of the spot at which it was touched it shall belong to the team which made the pass at the spot at which it was touched. In this play no player gains control of the ball which strikes the ground in the end zone behind the *offensive* team's goal line. Further the ball does not strike the ground *in advance* of the spot

where it was batted. Therefore, it is A's ball on the first three downs in

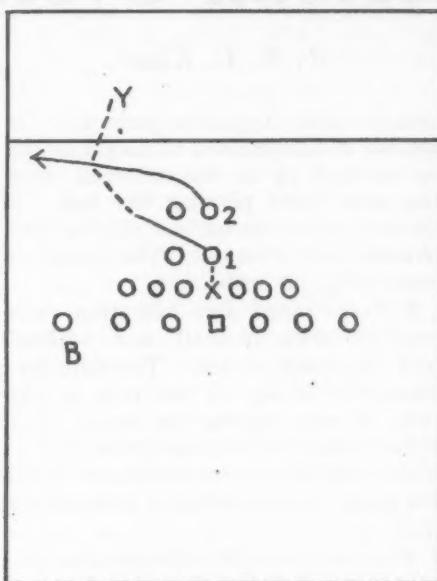


Diagram 25

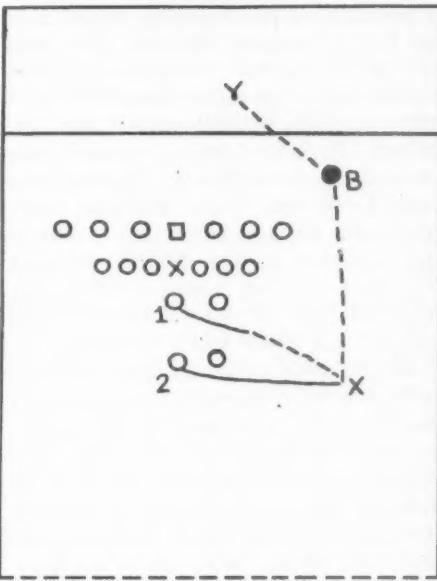


Diagram 26

A's end zone. Second, since the impetus which sent it across the goal line was given by the team that was attacking A's goal and since the ball belongs to A in the end zone then under the old definition of a touchback it is a touchback. To be ruled a safety the impetus would have to come from the team defending the goal. Further, since on fourth down the ball would belong to team B in A's end zone this would be a touchdown for team B. Some officials contend that in the play as diagrammed the impetus came from team A but this is not true if the statement of the play is carefully studied.

Diagram XXV illustrates a play in which on an attempted backward pass the ball strikes the ground behind team A's goal line for a safety. Player number one attempts a backward pass to two and the pass becomes incomplete at the spot Y. In this case the impetus came from a player guarding his own goal. This is clearly a safety. If the interpretation (referred to under Diagram XXIV) of the eastern officials is correct then a safety may be made in A's end zone whether the impetus came from the team guarding or attacking A's goal.

In the play illustrated in Diagram XXVI player one attempts a backward pass to two who muffs it and the defensive half-back B in trying to catch the ball knocks it into his own end zone. Since no player had possession and control of the ball and since it struck the ground in advance of the spot where it was batted forward by team A, the ball would belong to team A at the spot X and it would count a down.

Diagram XXVII illustrates a case in which a punted ball crosses the line

(Continued on page 36)

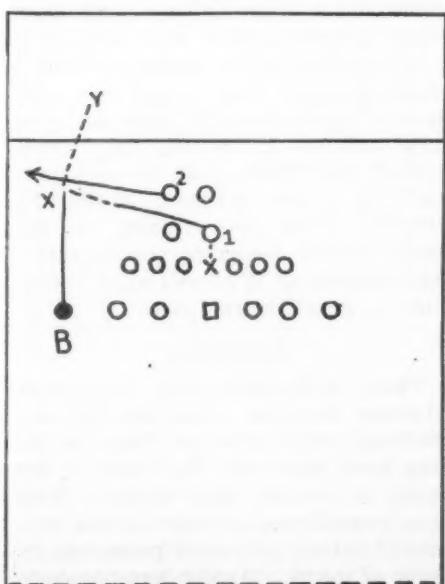


Diagram 24

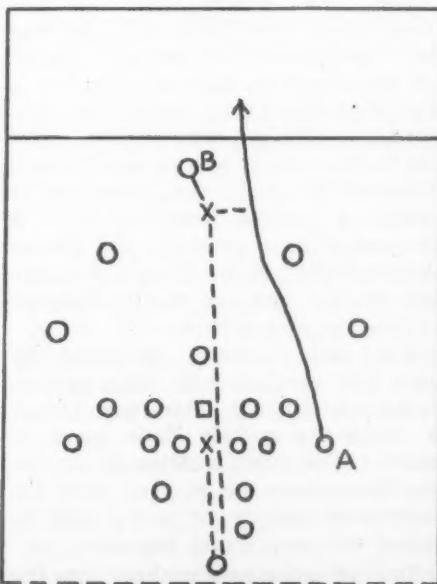


Diagram 27

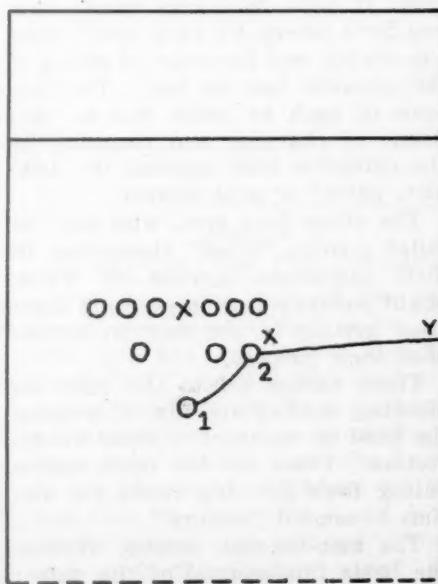


Diagram 28

Basketball Systems

By W. G. Kline

1. Defense

IN October's issue of the ATHLETIC JOURNAL I discussed what is commonly termed the five-man defense. A further discussion of defensive basketball play does not necessarily introduce a criticism of the five-man method for it is a foregone conclusion that all the other so-called systems have not contributed half as much to the sound development of the game.

The five-man defense is a system that reduces bodily contact to a minimum; places the emphasis on playing the ball; requires teamwork on defense as well as on offense; places a premium upon individual smartness and alertness and effectively stops every offense (except one) where officials call the fouls and other violations properly.

This defense is the only system ever devised that secures perfect position and "playing the ball and not the man" without any zoning whatever. This defense does not standardize men as do the other systems of play.

Assuming that the five-man defense and position defense are the same, I will discuss two other defenses before taking up the subject of offense.

The man-for-man defense is employed by most coaches who do not use the five-man or position defense. This style of play requires that each man have a particular opponent. The coach generally charges every player that he must "stick" to one opponent. Just recall the old familiar injunction to the players, "Don't give your man a shot; if your man gets away from you for a set-up, I'll yank you." Ride 'em cowboy was the order of action if the opponent had the ball. The outcome of such an order was an epidemic of charging and roughing by the defensive team against the dribbler, passer or goal shooter.

The other four men, who may be called guards, "glued" themselves to their opponents, anyone of whom might receive a pass, preventing them from getting in the open to accomplish their purpose.

These tactics led to the rules on blocking, holding and that of keeping the hand on opponent to sense his direction. These are the most aggravating fouls for they incite the victims to commit "battery."

The man-for-man defense violates the basic fundamental of the game; namely, "play the ball and not the

man." The opposite principle is applied in this method of play and can be summed up in the sentence, keep the man from playing the ball. It places a premium on bad playing and reduces cleverness to the level of mediocrity, or worse.

Fifteen years ago basketball was rougher than football and without turf on which to fall. The man-for-man defense lay at the root of the evil. It was ruining the game. The rules committee was compelled to legislate, but the five-man-defense saved the game and moreover it popularized it.

The only possible offense that can be launched from the man-for-man defense is a hazardous one. Get away if possible—your opposing guard may not be the tentacle that you are—was the offense of the old days. It was just a catch as catch can affair and not much basketball sense was required by the coach using such methods. Nevertheless, during the past two years cage mentors were returning to it. Then they agitated the abolition of the dribble, because the man-for-man game cannot cope with a dribble except with a wrestling hold, or a football block or tackle.

The dribble pivot offense will win against a man-for-man defense but it hasn't a chance against a well played five-man defense. Draw your own inference, basketball coaches, and remember Barnum's sucker statement. It applies to coaches of basketball as well as those who pay a quarter to see the "Wild Man from Borneo" who might have been the "Gentleman from Indiana." Another indictment, truthfully brought against the man-for-man defense is that it is a style of play that requires no teamwork. It requires very little individual headwork. It is a menace to real development and the outcome is usually a general "free for all." A five-man offense naturally and almost automatically results from a five-man defense, but one can hardly imagine a man for man offense.

The other defense employed by some few coaches with little success is the zone scheme. Here each player is allotted a certain floor space to guard. The task, gentlemen, is impossible unless the players have the exceptional ability of being able to guard two men simultaneously.

Two offensive men rushing into the same defensive zone put a big burden

on the guardian of that zone and help generally arrives too late or else leaves some other zone unprotected. Unless the guard has a cool head that thinks fast, two or more opponents will have him jumping around aimlessly. Should he play the ball he will not arrive in time to intercept in most instances. A team employing this style must rely on it's great scoring ability to win games.

The zone game puts a premium upon individual cleverness and clean playing and reduces bodily contact to a minimum. It enables a team to launch any kind of an offense in the books. One coach, a man who once held a Missouri Valley coaching assignment, now located in the southwest, employed a zone offense. His forwards and center always rushed to a certain "spot" to attempt goals.

The great trouble was that they seldom beat their opponents to the spot and their scores were few and far between. To offset scoring weaknesses, this team resorted to "rough riding," the old man-for-man defense and demanded that the officials let the game run itself.

As a defense the zone system is the weakest of the three and as an offense it is an absurdity. This defense might be employed effectively with the five-man position plan in a combination but would be successful only because of the position of the opponent with the "one eye on the ball" principle, rather than because the zone idea was attempted.

Basketball is largely a defensive game and a great defense with moderate scoring power will win over great scoring power combined with a weak defense. The writer has seen most of the supposedly zone defenses tried and has thoroughly tried them himself but "there ain't no such animal" as a zone defense. Either no defense would be evident, or the player would resort to the man-for-man defense as it is well nigh impossible to guard mere space.

2. Offenses

There have been just two great offensive systems tried out in any thorough way. One of these is the long pass game and the other is the short criss-cross pass game. Both have contributed greatly to the successful attack and each possesses its share of merit. Merely long passes to score do not constitute a system of

offensive play, nor do just a series of short passes.

The two systems referred to are distinctly the Jones and Meanwell styles of play. The writer does not employ either of these systems and so is in a position to write, at least dispassionately, about the two methods.

The long pass system is extremely difficult to beat as Mr. Jones developed it. His style was to have the various members of his team maneuver the ball into position for a pass, one man driving down under his own basket and then retreat straight back over the free throw lanes. Two of his teammates took positions facing their basket. As the long pass was made to the player coming up the center (Diagram 1.) he receives the pass high in the air, his two teammates facing him break for the basket and he makes a tip pass over to one of them or keeps the ball, and turning in the air, hits the floor facing the basket for a shot.

This game requires perfect timing, accurate passing, speed and skill in handling the ball. A tall man receiving the pass near his own basket is a scoring threat at all times and if he has one other tall man to receive his tip-over pass, the threat is doubled. With three tall, clever men, the shot is next to impossible to stop without fouling by the defense.

Against this system of play the writer employed a five man position defense with three men in the back line and two men in the front trying to hurry the back court pass so that it might be intercepted. Of course other passes and plays were used and

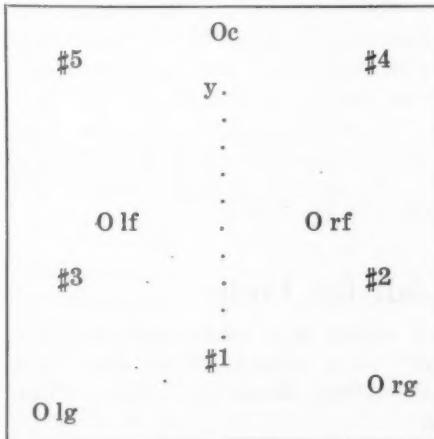


Diagram 1
Long Pass Play

O lg passes to O rg; O rg to O c who comes up to meet the pass high. O lf and O rf break for their basket as O c catches the ball. O c tips pass over to one of them or keeps the ball and turns for shot. #1 should be back in a convex front line with #4 and #5 as at Y.

are used in any system of play but this particular attempt featured the attack. Its great value lies in the spread of attack which may come down either sideline or the middle of the court, thus spreading the defense.

The weakness of the system lies in the fact that to make it a sure winner, a tall player or two are essential and even then it is difficult to assume the right positions at the proper time. This system possesses one merit of note, in that all five men are required to work the ball down the floor and then if it is lost a good defensive position is at once assumed.

Each man who handles the ball must do his work well and every pass must be accurate and perfectly timed from the time the guard takes the ball off the bankboard down to the tip-over pass to the forward attempting the shot. Here are combined the two great factors, teamwork and individual excellence.

The short criss-cross system was employed by Dr. Meanwell with great success before the world war. The term describes the style perfectly, and is not to be confused with the dribble pivot system which followed the criss cross pass, and in this writer's opinion displaced it. I cannot understand why the criss-cross game was dropped

by the very man who invented and perfected it. The only reason offered or suggested by other coaches for dropping it was because it required too many good players to work it successfully; took too long for most men to learn it and required too much patience for most coaches to instil it. At its best the game was the most bewildering and irresistible attack ever launched on a basketball court. Against a five-man defense it had plenty of time to form. It was a four man offense in square formation and generally drove down the court about half way from the middle of the floor to the sideline, with men about ten feet apart. The men criss-crossed (Diagram 2) methodically or rushed straight in square formation. Passes were quick and not too hard but amazingly frequent so that a pair of defensive players were almost certain to miss the ball and charge into the criss-crossers. Played under 1927 rules properly officiated the game would win four times out of five.

The fifth man trailed the square and stayed out in the middle of the floor. The adverse criticism of this system is that it standardizes playing and players requiring mere mechanical perfection and not much smartness.

One other offense that may have contributed something to the building of the game, was very much in vogue in the Pacific Northwest. It is called the percentage system and just why no one seems to know. This style depends first upon deliberate, accu-

(Continued on page 18)

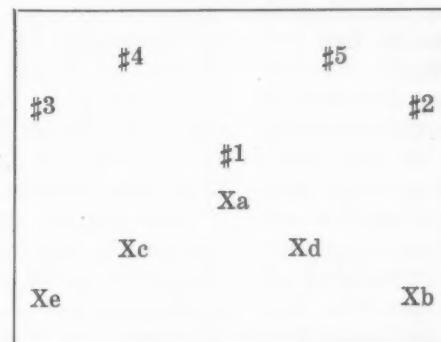


Diagram 3
Dribble Pivot Offense

Xe takes ball off bankboard and passes to Xb, Xb to Xa who dribbles toward #1. Xc and Xd trail. Xa pivots into block against #1 and the fake split cross buck is in process. Xa blocks #1, Xc blocks #2 and #3 goes with Xc, on a man-for-man defense and in this way permits Xc to account for two men #2 and #3. If #1 leaves Xa to take the new dribbler Xd or Xc, that man passes back to Xa again.

An absolute defense for this play is to have #1 feint Xa into a premature pivot, then X1 steps back and plays Xa only. If he gives the ball to Xd, #3 is in perfect position; if he fakes it to Xd and gives it to Xc, #2 is in perfect position; if he makes a double fake and keeps the ball himself, #1 has him perfectly covered.

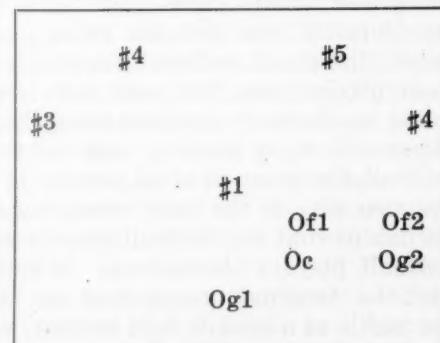


Diagram 2
Short Criss-Cross Pass Formation

Og1 has taken ball off the bankboard and passed to Og2 or Oc. Of1 and Of2 are in position and Og2 passes to Of1, he Of2, then back to Oc and so on down the floor, zigzagging or straight in square formation as they please. If No. 1 and No. 2 drive in too hard they will charge the men and miss the ball. No. 4 and No. 5 cannot come up too fast and if No. 3 goes over the trailing guard Og1 takes the pass and is open.

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JOHN L. GRIFFITH, Editor

Do Men Play Football for Fun?

A sports writer on a Chicago daily not long since devoted a column of space in stating his idea that football was no longer a sport but rather a battle and that the men who played did not enjoy either the practice or the playing but rather suffered untold agonies until the end of the football season.

Possibly it is true that the playing of football to the man who expressed this sentiment and to the others who hold the same opinions would be a terrifying experience rather than a pleasure or enjoyment, but it is inconceivable that the million boys who are playing football this fall would to any considerable number concur with those who can see no fun in a rough and tumble game such as football. It goes without saying that there is considerable drudgery in mastering the art of playing football as there is drudgery in learning to play the piano or any other musical instrument, in singing, painting or in anything else worth while. At the same time it is unquestionably true that the great masters enjoy their music, the great writers take pleasure in turning out their productions, the great tennis players who have toiled assiduously in developing their skill and technique still enjoy playing, and our football men enjoy football, the greatest of all games. It is significant that the men who do the most worrying about the terrible hardships that the football players endure are not the football players themselves. When the time comes that the American youth does not thrill over a clean-cut tackle of a broken field runner, when the line man does not enjoy the personal combat waged between him and his opponent and when the backs are not exhilarated over the execution of a run through a broken field or a plunge off tackle, then it will be time enough for this nation to turn toward a game which does not entail such hardships as football.

In these days when so much fear is expressed that our young men are becoming soft, indolent and dissipated, it is interesting to find that there are some who feel that the school and college football men are sacrificing too much, punishing themselves unnecessarily and undergoing training of too strenuous a nature.

Football has been played in one form or another for a thousand years by young men who like a rough and tumble game and it will be played so long as men enjoy personal combat and find pleasure in matching their skill, strength and endurance with that of other men.

Why We Enjoy Football

The editor of the Lincoln, Nebraska, *Journal* is of the opinion that "there is no game which raises vast numbers of people to such a high pitch of enthusiasm and fills its followers with such fervid devotion as football" and then suggests some of the possible reasons why this is true:

"When we come to speculate as to why this is true we can only theorize. Undoubtedly its attraction lies in its appeal to the fighting instincts. Twenty-two powerful athletes, one-half of whom are fighting with every atom of muscle and brain to put a ball across a certain line while the other eleven are fighting just as hard to prevent it, represents the very essence of battle. Every play is a crisis; every moment is fraught with fortune or disaster. A fumble, a slip of the foot, a signal misunderstood, may mean the difference between victory and defeat. It is all the struggles and thrills of a life time; all the wars and conquests and heroic achievements of an age, epitomized boiled down into sixty minutes of glorious combat.

"The million or so years that man has inhabited the earth have been years of constant struggle; hard, physical struggle against the natural elements, wild animals and his fellow man. They have planted deep in the heart of man the primeval joy of battle. Civilization is rapidly banishing the necessity of physical combat but it cannot banish the instinct for it. The hundreds of stadiums which dot the country show how powerful that instinct still is."

Undoubtedly there is much truth in this speculative philosophy regarding the interests of the American people in football. However, it does not explain why football is not played in any other country than this. Perhaps the American people are more virile, get more keen enjoyment in an organized struggle than do the people of other countries—in other words, football is for youth. When this nation becomes old and senile football will lose its appeal.

A Call for Help

The following card which was addressed to "Any Good Football Player" in a certain town has been forwarded to the ATHLETIC JOURNAL office. The card reads as follows:

FOOTBALL PLAYERS WANTED

The Jackson University of Business, Chillicothe, Missouri, desires to get in touch with a few more football players. If you are interested in playing football or know of a good football player who is interested in playing, we would like to hear from you by return mail. When you answer, be sure to state the conditions under which you might join our football team immediately.

The Jackson University's 1926 schedule included such teams as the Haskell Indians, St. Louis University, Kirksville Osteopaths, Des Moines Still College of Osteopathy, Kansas City American Legion, etc. Our 1927 schedule calls for games with all these teams except the Indians. We have to have real football players. If you feel that you can play football, we want to hear from you. It probably would be well to let us hear from you regardless of your record. We then can discuss every phase of your enrollment and cooperation, and probably reach an agreement. Mail your letter to Walter Jackson, Pres., Chillicothe, Missouri.

When cards such as this signed by the President of a university are mailed to high school boys, it is no wonder that many of them feel that they can sell their athletic ability to the highest bidder. THE JOURNAL has repeatedly suggested that the most serious problem confronting college athletic departments is that which relates to the methods employed in attracting the attention of high school athletes and further of making it convenient for them to enroll in some college or university. While it is coming to be fairly well recognized that the self respecting institutions do not favor the subsidizing of athletes, yet the fact that some institutions still condone the practice injures the good name of amateur athletics and makes more difficult the task of those who believe that college athletics should be conducted for their educational content.

Various industries and professions have assumed the responsibility of upholding their trade and professional standards. The time has come when athletic departments in our educational institutions should unitedly discourage the practice of paying men who play on amateur teams. THE JOURNAL does not suggest that the President of the Business College at Chillicothe has definitely offered to hire men to play on his football team, but does maintain that the majority of boys who receive cards similar to the one reproduced in this column would understand that they were invited to state the terms under which they would be willing to enroll at this institution and to play on the football team.

The Difference Between College and Professional Football

An ex-college football player who is now playing professional football is quoted as having said that professional football is cleaner than college football. Passing over for the moment the suspicion that this man may be interested in helping to popularize an industry which pays his salary, the consensus of opinion is that college football is played harder than professional football. Some people may interpret hard football as dirty football but the majority of players and coaches understand hard football to be good football. It goes without saying that the men who play for hire do not take the physical chances of injury as do the college men who play for other reasons than monetary gain. This is one reason why professional football will never rival college football in the estimation of the public. In the one the men play with a do or die spirit! In the other the men

play well but not desperately. The public prefers the contests in which the contestants put forth their best efforts all of the time.

Are American Athletics Boss Ridden?

THIS summer a number of boys competed in amateur swimming meets. These boys were certified as amateurs by the high schools, colleges, Y. M. C. A.'s or other organizations with which the athletes were affiliated. Although these boys were amateurs competing in amateur meets under the administration of competent and responsible persons, A. A. U. officials threatened that if they did take part in the contests the A. A. U. would then declare them to be professionals. The reasons given for this threatened action on the part of the Amateur Athletic Union were, first, that the boys had not paid for membership cards in the A. A. U. and, second, that the A. A. U. officials had not given the persons and organizations conducting the meets permission to hold the meets.

In spite of these threats by those who assume the right to control the amateur athletics of the nation several thousand boys and girls refused to register in the A. A. U. and competed in these meets which were disapproved by the A. A. U. In one case some of the athletes who won prizes in an unsanctioned meet on Friday competed in an A. A. U. meet on Saturday with the knowledge of A. A. U. officials. Last winter the University of Chicago basketball team played basketball with a Y. M. C. A. team. The A. A. U. claims jurisdiction over amateur basketball and has stated that if a college team competes with a Y. M. C. A. team unless the members of both teams are registered A. A. U. men and the game is sanctioned by the A. A. U., the latter organization will rule that the offending players are professionals. The men on these two teams were not registered A. A. U. athletes and the game in question was not sanctioned by the A. A. U. and yet nothing was done about it. Neither was anything done when the University of Michigan swimming team competed against a Y. M. C. A. swimming team or when the University of Minnesota swimming team competed against a club team.

The A. A. U. has stated that no American track team may compete in a foreign country without the permission of the A. A. U. and yet Yale and Harvard teams compete in England against Cambridge-Oxford teams and it is understood that the Yale and Harvard athletic departments do not ask permission of the A. A. U. It may be that, to save their position, the officers of the Amateur Athletic Union grant Yale and Harvard permission to schedule an international track meet even though permission has not been requested.

It is true that a foreign organization, the International Amateur Athletic Federation, has recognized the A. A. U. as the governing body of amateur sports in this country. Here we have an interesting situation. The A. A. U., which is not recognized at home as the governing body of amateur athletics is so recognized and so designated by a foreign organization.

Basketball Systems

(Continued from page 15)

rate passing from more or less a stalling attack and second upon the blocking of opponents out of the play. The contribution this style has made, if any, is that it emphasizes accuracy of the pass with deliberate action instead of blind, hard-driving speed.

The defect in this method is that it requires fouling to make it successful and the offense depends upon the defense being rather gullible, and impatient to wait for the break to score. Then too, it is a low scoring offense and succeeds best against a man for man defense. The team employing this percentage system of offense is helpless when it is behind in the scoring and up against a well played waiting five-man defense. A rushing or advancing five-man defense will bother the game at all times and should be employed against the percentage system when the defensive side is behind in the scoring column.

Like the dribble pivot game, the percentage system is fundamentally bad basketball because, it demands of officials that they "wink" at blocking fouls. If they don't the teams' play is spoiled. The dribble pivot system (Diagram 3) is probably the most demoralizing basketball system ever conceived. Its originator wrote an article in the Converse Guide (I believe it was in 1924) explaining what he termed the legitimate block. Exponents of this game since 1920 have endeavored to legalize the blocking game as long as officials permitted the dribbler to pivot and block on his pass. It often won. Even then it would not have succeeded if the five-man defense had been rightly opposed to it. If the blocking foul is called and the travel violations enforced an advancing or waiting five-man defense will defeat the dribble pivot game and most of the time only the three defensive men are needed. Of course the dribble pivot offense will defeat a man-for-man defense because on the "fake criss-cross buck" the man-for-man guard plays himself into the cross blocker who takes care of two men in this way.

This is a three-man offense, two men trailing the dribbler. These two players are generally pivots against the center, faking a pass to one trailer and giving it to the other. The forward pass was taken out of basketball and put into football, practically redeeming that game, but here the old fake delayed cross buck is taken off the gridiron and put on the maple court. Besides being unnecessarily

rough and requiring officials to permit blocking and charging, this dribble pivot system is fundamentally unsound from the players' standpoint. Only a part of the men are used and those who are doing the pivoting get so dizzy they can't make a set-up shot.

The pivoter has his back to his own goal and is out of the play until he receives the pass again, which he never does. There have been several methods of stopping this play tried and generally successful because the dribble pivot failed itself.

One rather fanciful method is advanced and demonstrated in several coaching schools by a quite renowned coach, but this fantastic scheme of having the dribble pivoter sit down on a guard's thigh never occurred in a game. There is a simple, easy and 100 per cent successful way to ruin the dribble pivot. I have tried it with unvarying success and guarantee that it will stop 95 per cent of the dribble pivots. The other five per cent could be stopped too if the defensive key man doesn't stumble. The dribble pivot and short criss-cross pass systems contain the fatal weakness of a too compact offense, the players executing it being too close together.

The other offense that grew out of the dribble pivot system deserves some mention. It is the pivot dribble game (Diagram 4), here the pivot occurs first and dribble follows. If officials do not recognize and enforce the basic distinction clearly set forth in the rules, between a pivot dribble and a pivot pass or shot, this style of attack cannot be stopped without holding or charging on part of the defense. If the pivoter is allowed the one and ninety-nine one-hundreds steps for his dribble that he is entitled to on his pass or shot after the pivot,

there is bound to be football or wrestling. The trouble lies not with the dribble rule but its non-enforcement.

The five-man defense stopped every offense and scoring was reduced to football dimensions. Teams were coached to stop attacks and prevent scoring. Offenses were neglected and in a waiting defensive style of play stalling by the offense is frequently resorted to. This stalling should be penalized whether the team indulging in this practice is behind or ahead but stalling to kill time, and delaying tactics to draw out the defense are two and entirely different things.

The writer employs an advancing five-man defense against a stalling game if his team is behind and in 1926 originated a new system of offense play which worked with great success against five-man defenses. It works still better against zone defenses and best of all against man-for-man defenses.

This offense is a five-man offense with the attack based on play formations. Faking is, with both team and individual, the principal weapon employed. The triple threat of pass, dribble or shot on a well organized fake play is highly effective and position on offense is emphasized to as great an extent as position on defense.

I look for this new offense to revolutionize the basketball attack and make the game more popular and attractive than ever. Floor generalship and play strategy constitute the efforts of the team in five-man combinations. Blocking is distinctly taboo and the pass receiver or fake receiver is in position on the floor. Every man is playing to an open position and is playing the ball paying no attention to opponents except to fake them out of position. The triple threat is always in evidence.

The maximum individual play combined with maximum team play are achieved. Strategy and smart alert thinking and acting are required. Plays are used with the same careful planning and execution as in football. All the rules of the game are not only observed but fostered, and the quick break is relied upon instead of rapid continuous speed. Coupled with an up-to-date five-man defense it presents a great attraction and will cause no trouble for the rule makers.

Attendance was increased nearly 50 per cent in 1926 and 1927 in the only schools where this combined system was used, showing that basketball patrons prefer cleverness in thinking and acting and clean play to the haphazard style or endurance contest regardless of the terrific pace set.

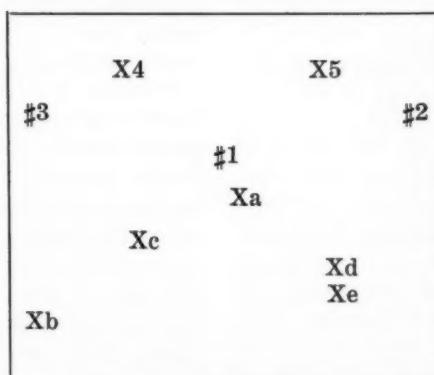


Diagram 4
Pivot Dribble Offense

Here Xa takes the ball on a pass and pivots past #1. Then Xa dribbles, if Xa is permitted by officials to take the two steps on his dribble it is impossible for #1 to guard him without holding or charging.



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Wes W. Jorgins
Fullback Minnesota '26



"The Bradley sweater is a boon companion of mine."

James H. Wickham
Tackle



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Walter Karr
Halfback

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Guard

Illinois '26

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Victor G. Johnson
End

Syracuse '26

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Prevention of Injuries in Basket Ball

George T. Stafford

THE final score was 31-29. The losing team was going strong until Captain Smith's knee "went out." If those knees would only behave! If players didn't become injured at the crucial moment! Can these injuries be prevented? In a large measure—Yes!

The writer, whose chief task is that of trying to strengthen weak feet, restore function to strained and twisted knees, etc., felt that the basketball injuries could be materially reduced in number if certain fundamental muscles were conditioned BEFORE actual basketball work was started.

The freshman basketball coach at Illinois had had the misfortune to

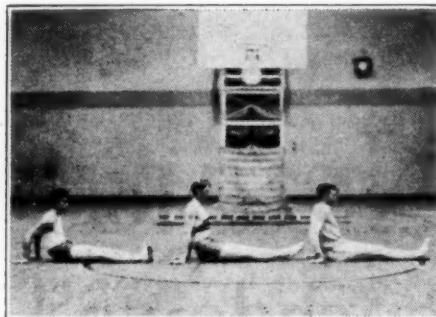


Figure 1
Players executing (a) dorsal flexion of foot with plantar flexion of forefoot. (b) Plantar flexion of entire foot. (c) same as (a)

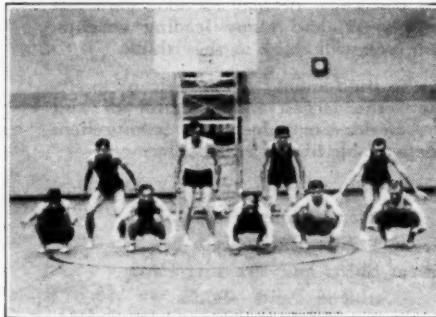


Figure 1a
Showing group doing full squat

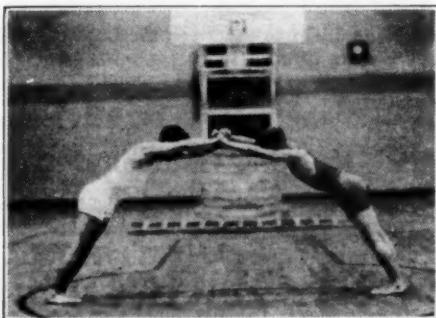


Figure 3
Companion exercises to stretch tendon Achilles and promote dorsal flexion of feet

have a knee which persisted in bothering him during his under-graduate days. Coach Lipe was kind enough

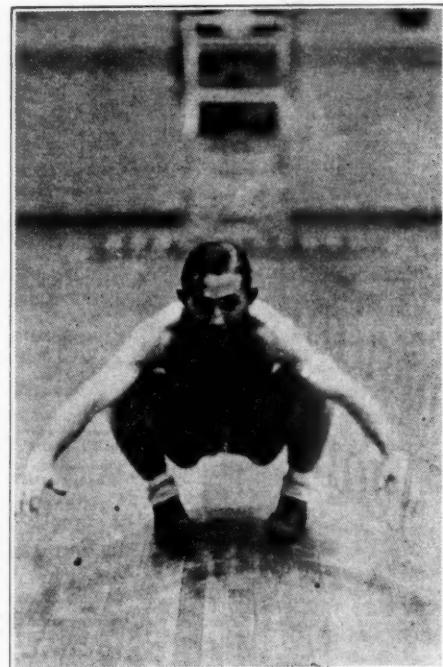


Figure 2
Full squat with heels on floor and feet parallel

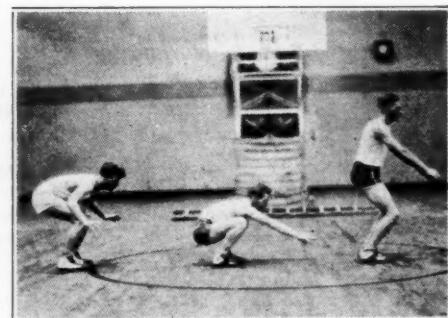


Figure 4
Squat-jump to develop ankles, knees and hips. (Note: Feet are parallel)

to offer his Freshmen squad for the writer's experiment. Early in October, 1926, all the basketball candidates for Freshmen varsity were given conditioning exercises before their basketball season started.

In the past it has been taken for granted that five or ten knees would go bad and severe ankle strains were quite numerous. By December, 1926, Coach Lipe reported a striking change in the physical condition of his freshmen players. One knee injury and two sprained ankles comprised the casualty list for the 1926-27 basketball season.

Was it coincidence that caused this

decline in injuries? The opinion of Coach Lipe was that the exercises had made the change. This year the same system is being used. The men are given exercises which develop the muscles which are most used in the actual playing of basketball. Thus with muscles in good condition (strong and functioning easily) the movements are executed in the game with greater efficiency and less fatigue.

To determine what exercises we should use necessitated a study of the Kinesiology of basketball activity. We had to know HOW the muscles func-

(Continued on page 37)

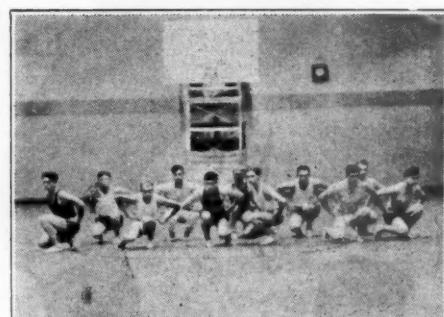


Figure 5
"Low Duck Walk." An old familiar exercise is used to develop feet, ankles, knees and hips. (Note: Feet are parallel)

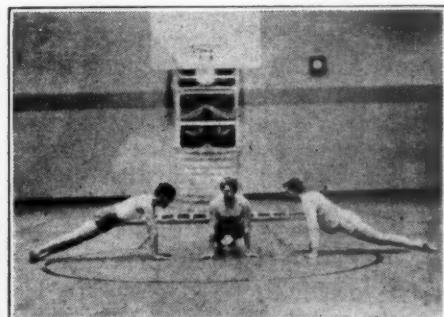


Figure 6
"Chest lower" or "Dips." But with feet plantar flexed. Weight is borne on hands and uppers of feet

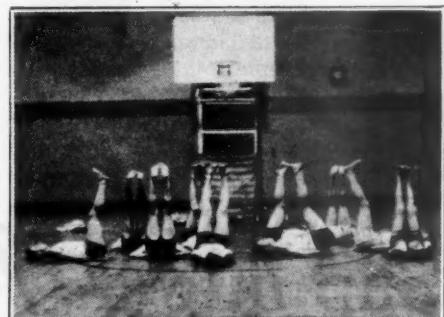


Figure 7
"Leg raising." (The feet are dorsal flexed and turned in)

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Guard and Center Line Play

By John Depler

OBVIOUSLY in an article of this length only a few of the essentials of good line play by the guards and center may be considered. There is much in common between these two positions which is not applicable to the tackle position; for this reason I have restricted myself to a consideration of the guard and center positions only.

The time when a coach looked only for a Goliath who could not be moved out of his place has long passed. Now a guard must bear a major portion of the interference and must protect on passes; he has other duties which require much more speed and ability than formerly. The center also in many cases is given charge of the various defenses; he must be a student of the game knowing when to be in or out of the line; he must study the down and know the distance and at all times try to have his team in the proper defense for the expected offensive play. Among many coaches the present day center is considered more of a back on the defense than a lineman.

Any man with a little more than average weight, average intelligence and who really loves the thrill of breaking through a line or carrying out an opposing lineman should develop with proper instruction into a good player. Some coaches I know have taken 165 pound backs and made successful guards of them. I only mention this to show that some coaches consider the ability to run interference effectively, protect passes, and the like, as essential as, to be able to protect a particular spot on the line only.

The average player enjoys defensive work much more than he does offensive. For this reason to perfect a strong offensive line, much more time and patience are required on the part of the coach than defensive work. On the defense a fast start is the greatest asset a man can have. To develop this a coach should never miss an opportunity in his fundamental exercises of starting his men with the ball. Daily short starts are invaluable. The lineman should be so trained that the slightest movement of the ball by the offensive center should be as definite a signal for him to go as the pistol report is to a sprinter. His mind and muscles must be so coordinated that he can remain perfectly calm without losing his balance until the movement

John Depler, now line coach at Columbia University, was an All-American center when playing at the University of Illinois, where he graduated in 1919.

of the ball and can then charge without loss of time or motion.

Without going into the subject of stances, or the various theories of different coaches as to the initial charge of the center trio, the next essential of defensive play is the ability to play low. If the candidate can charge fast and low he is almost assured of a certain amount of success. By low I do not mean a pitch charge; this may be used near the goal line, now and then to vary the attack, but generally the lineman can be of much more value if he has his eyes up and is at all times conscious of what is going on in the back field. However, when a pitch charge is used it is not sufficient for the lineman to drop under the offensive line, but rather he should drive full speed under the offense and when under, should force upward rather than remain on the ground. The defensive lineman must protect his upper thigh and stomach from the offense. To do this it is necessary to play low, with the shoulders as low as those of the offense. Most linemen are low enough before the start but come up on their initial charge which allows the offense to get into their bodies with disastrous results.

The use of the hands by the defense may be either a great asset or detriment. If the defensive player concentrates his attack on one man, shooting his hands forward in a quick twelve inch blow either to the head or tip of the shoulder, at the same time driving his back foot forward and almost instantaneously switching his attack to the other man with his body and arms, then he will derive much good from the use of his hands and make his work much easier. But, if he must draw his hands back before the blow, if he does not drive forward at the same time, if he slaps rather than delivers a strong jab then he would be much better off to limit himself to a hard, fast, low shoulder charge.

Finally it must be his intention to drive to the center of the backfield on every play. He must consider the offensive line only as an obstacle in his path to prevent him from reaching his objective. In other words, too

many linemen waste too much time playing the offense and lose sight of their primary objective. The guards are responsible for the center of the line and should not be misled by any movement of the backs until they are sure that the play is definitely committed, and there is no possibility for a cut back or delayed buck. The guard must not lose sight of the ball and if he does, he must protect his position until he finds it. Some coaches, with the guards playing the above style, allow their center, if he happens to be in the line to charge in first but after the initial charge to work laterally in either direction with the movement of the backs.

On the offensive perhaps the hardest thing for a coach to teach is a sustained charge. A line that has from three to four men on the ground after the initial charge will never get very far. It is not sufficient to drive a man back a yard or two, but once the contact is established, where there are two men on one, they should be able to carry him back so far that he will be completely out of the play. In attaining this, several things must be kept in mind. First the initial charge must be no farther than it is possible to carry the feet. A vicious lunge may drive the offensive man back a couple of yards but if the feet are not there to carry on he can recover and still stop the play without any appreciable gain. Of almost equal importance is the ability to keep the head up and the back parallel with the ground. The head controls the body and if the head goes down, it will be only a matter of a few steps until the man will also be down. The back should be almost straight after contact has been established, with the tail down, the legs under it, the feet far enough apart to insure a strong base and short driving steps.

The above is particularly adapted to quick opening plays where two men on each side of the hole are used against one defensive lineman. The same is true on a shoulder to shoulder or wedge charge except in this case, less attention is paid to the defense than to keeping a tight line and sweeping everything before the advance. The ability to execute a strong sustained shoulder charge should be developed before any attempt at high and low play and other forms of line play are attempted.

The hardest thing to get a lineman
(Continued on page 26)

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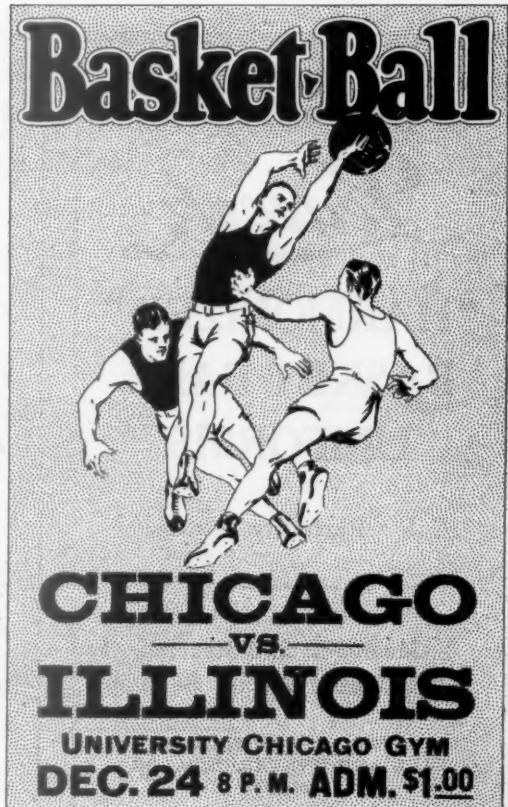
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Guard and Center Play

(Continued from page 22)

to do after he has learned to swing out of the line fast and low is to be really effective in the interference. This takes practice because no set formula can be given. He may have to take the man from the right or left; he may have to decide which of two defensive men to take. He will have other quick decisions to make which, while not so difficult for backs, are hard for a lineman as he does not have an opportunity of practicing this enough under pressure. Obviously if men are to come out of the line in the interference their vacated places must be adequately protected. It is not sufficient simply to cross the hole which has been vacated. This will suffice against a straight charging line but for a line which has a tendency to play laterally, a good charge is to get the body between the man and the play. A strong block is to get the body across the defensive man holding him in the pocket formed by the arms and legs, then on all fours endeavor to work him crab fashion away from the play.

In conclusion the coach should not try to teach too much by formula, but rather he should study his material and develop it accordingly, for example a tall man will take a stance different from that of a short man. If the guards are heavy and slow, the coach should not use them coming out of the line; he should play his fastest men in the coming out positions. The coach should instill and drill into the guards the necessity of charging fast and low with the ball, or carrying out their offensive charge, and of following the ball at all times and he will have, to my mind, the most essential characteristics of a good line, well taken care of.

Question: Should a defensive line man in using his hand on an opponent attempt to straighten him up, push his head down or push him to one side?

Answer: All three methods are effective, but the best results will be obtained by turning the offensive line man to one side, allowing him to use his momentum by directing him in the direction toward which the defensive line man would have him go.

Question: May an offensive man block a defensive back on a screen pass?

Answer: Yes, if the blocking is done before the pass is made.

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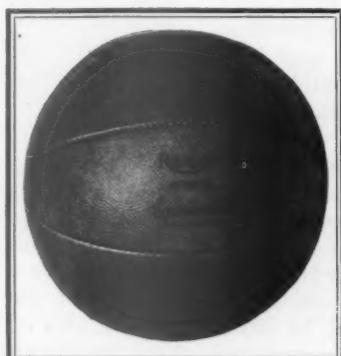
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Athletics in Secondary Schools

By Leonard Brodnax Plummer,

Assistant Athletic Director and Director of Junior Athletics at the New Mexico Military Institute

AN Interschool Athletic Competition is a competitive activity between two schools. The schools involved may be located in the same city or in different cities, in the same county or in different counties, or in or out of the state. The essential feature of interschool athletics is that it involves participation by representatives of different schools.

Importance.—In considering the importance of interschool athletics, it is necessary to strike the proper meaning between two extremes. One extreme is that prevailing in many schools of confining their whole athletic program to this type of competition. This extreme eliminates intramural athletics, mass athletics, and all other kinds of athletics discussed in other chapters of this thesis. The other extreme is a complete reaction from the over-emphasis upon interschool athletics described above. It appears in these schools where interschool contests have been abandoned altogether in favor of other types of contests or of none at all.

Real Place.—The real place of interschool athletics seems to lie between these two extremes. Such contests have a value that can hardly be supplied by other forms. Perhaps chief among these is the fact that this form of competition arouses more interest, provokes more team and school spirit, and can be made the means of motivating the whole athletic program, as is true of no other form of participation. Also while the intense rivalry engendered by these contests sometimes causes unfortunate exhibitions of rivalry and jealousy, the very heat of these contests makes possible more impressive lessons in sportsmanship and self-control.

Representative Teams.—Since the essential feature of interschool athletics is that it involves competition between representatives of different schools, it naturally follows that only the very best of material should be used. Every effort should be made to have all of the available material participate in the try-outs for the various teams. In this way every man will get a chance for the team and the team, when selected, will be really and truly a representative team of the school that it comes from. The student-body will be interested in the team more because it will feel that the team is a part of itself as every one had

The ATHLETIC JOURNAL has from time to time published theses on various athletic subjects. This year we are happy to introduce to our readers, Captain Leonard Brodnax Plummer, of New Mexico Military Institute. Captain Plummer's Thesis "Athletics in Secondary Schools" was presented to the Faculty of the Graduate School of The University of Texas in partial fulfillment of the requirements for the degree of Master of Arts. The Thesis, begun in September, will be continued in succeeding issues.—Editor's Note.



Capt. L. B. Plummer

an opportunity of trying for the team. A man will make the team because of his athletic ability and not because he is a favorite of the coach. Another thing that should be considered in making this a representative team, is that the players should typify not only the best from an athletic standpoint but should also represent the ideals of the school—the school spirit in other words.

Selection of Teams.—In selecting representative teams, it follows that although every one should be encouraged to try out for the team, only a limited number can be kept on the

squad. It is always understood at the beginning of the season that the squad will be limited to a certain number. The squad may be cut at any time, or it may be cut gradually until the final limit is reached. This fact makes the rivalry for a place on the squad keener than if every one was certain of being kept on the squad. It will make a man work harder than otherwise, especially when the material is unusually good. Then, if a man does not make the squad, he feels that he has had his chance and will determine to work even harder another year.

Number of Squads.—There should be at least two squads, a "first team" and the "first team substitutes," and a "second team" and the "second team substitutes." If possible, there should also be a "third team" and perhaps even a "lightweight or junior team." These additional teams will not only provide organized teams to play against the first team, but will serve as a sort of training school for future first team material. Of course the first team is the principal team, but these other teams should not be neglected, for a strong second team will go a long way toward making a strong first team. Then one can never tell when a substitute will be needed. Sickness, injuries, eligibility rules, etc., may tear gaps in the ranks of the first team. But with a well-trained second team, this loss will be minimized. During the football season, it was rather difficult to tell which of Coach Rockne's four teams was the strongest. In order to add interest and help keep these other teams together, it is wise to schedule several games for them. These games need not interfere with the regular schedule as they can be played while the first team is away from home.*

II. Fall Athletics: Football

Background.—Football is the principle form of interschool athletics for the fall months. The Oneida Football Club of Boston, the first organized football club in the United States, was organized by Gerrit Smith Miller in 1862. This club was composed of school boys of the Epes Sargent Dixwell School. The game once played so simply, but withal so efficiently, by the Oneidas has now grown into an indus-

*Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, p297.

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(Signed) RHEA FAYSOUX,
Physical Director, Young Men's Ass'n, Augusta, Ga.

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(Signed) J. LINDEN YADEN,
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The fall months have been found to be best adapted for football on account of the weather conditions existing at that time throughout the United States. Thanksgiving Day seems to be a very logical time to close the season, not only because of custom, but because the weather is getting too cold. Since football must be played outdoors and few secondary schools have access to field houses, the winter months are found to be too cold for the game. Likewise, football is too strenuous a game and requires too heavy clothing for the spring and summer months.

Objections to Football Answered.—John L. Griffith, Editor of the ATHLETIC JOURNAL, says in an editorial in the September, 1924, issue:

"Football needs no defense, since as it is now conducted, character is developed on the gridiron playing fields and American life will be better and cleaner and more sturdy a few months hence because of the lessons learned and exemplified on the trampled, chalk-marked battlegrounds of our schools and colleges."²

There are numerous objections to football in secondary schools. The two chief objections are that it is too strenuous a game and that there are so many accidents each season. It is true that football is strenuous, but this is one of the chief qualities of the game that recommends it to the physically fit. This objection can be overcome by requiring a physical examination of all candidates. Then, too, the Football Rules Committee has gradually taken out of the game many of the plays and formations that, in the old days, meant bodily harm. Football provides situations in which one can learn some of life's biggest lessons. It teaches courage, teamwork, fair play, regard for personality, control of emotional life, etc.³

Accidents do occur in football, but these can be minimized if the necessary precautions are taken. Some of these precautions are: (1) Only boys who are well along into the period of adolescence should be permitted to play in interschool games. (2) They should not be permitted to play until they know how to care for themselves in the heat of a game. (3) They should not be permitted to play when they are not in good physical condition. (4) They should be properly dressed and equipped. (5) They

should make more use of open plays.¹⁰ A careful adherence to training rules will be of material advantages in decreasing the number of injuries.

Another charge that is often made against football is that it is becoming too popular; it is attracting too much attention; the students should devote more time to their studies. It might be that if football were abolished, the students would transfer the enthusiasm that they now manifest over touchdowns to a fondness for Latin verbs, but this is to be doubted. Two years ago Paul Rhoton, a graduate student in Pennsylvania State College, found that "on a whole, athletes average 5 per cent better when not participating than they do when participating." This difference in grades is so small as to be a negligible quantity. Another charge against football is that large sums of money are spent each year, that this money could be spent to a better advantage. As a rule very little provision is made in school board budgets for athletics. Hence athletics must be self-supporting.¹¹

Suggested Modifications.—Both in play and in tradition, football is distinctly an academic game—the game of the schools and colleges. Hence the schools and colleges must maintain high standards of sportsmanship in their play in order that the good qualities of the game may be brought out. This can only come from proper control and from a fine regard for the rules accompanied by a love of fair play in the boys who compete in football. There is a tendency among too many coaches "to win if possible, but regardless of the consequences, to win." Hence it is necessary to teach the boy to be a good loser, as well as a good winner. If every coach would instill the principle of the football code into his players much would be accomplished, not only in football but in the other sports as well:

"The football code is different. The football player who intentionally violates a rule is guilty of unfair play and unsportsmanlike tactics, and whether or not he escapes being penalized, he brings discredit to the good name of the game, which it is his duty as a player to uphold."¹²

The length of a football game is sixty minutes, divided into four periods of fifteen minutes each, exclusive of time out. A game, however, may be of shorter duration by mutual agreement of the contesting teams.¹³

This length of time, according to the rules, applies equally to college and high school teams. It seems that on account of the strenuous nature of the game some consideration should be taken of the difference in age between the average college player and the average high school player. The high school players cannot stand the strain of a game so well as the college player. The basketball rules make definite provisions as to time for college and high school games. It seems that a similar provision in football might be made. A time limit of four periods of twelve minutes each, exclusive of time outs, for senior high school games, and four periods of ten minutes each, exclusive of time outs, for junior high school games, would be more satisfactory than the full sixty minutes.

III. Winter Athletics: Basketball.

Background.—During the winter months, weather conditions are unfavorable for outdoor contests. This is one of the reasons for the invention of basketball as it is too cold for outdoor competition. The game of basketball was invented in 1892 by Dr. James Naismith, at that time professor in the Y. M. C. A. Training School, Springfield, Massachusetts and now physical director of the Department of Physical Training in the University of Kansas. It was invented for the express purpose of bridging over the gap between the fall months with football and the spring months with baseball, and track and field athletics.¹⁴

Value of Basketball.—Basketball is a winter sport, almost as popular as football or baseball. It develops personal qualities in the player which may be of great value in the struggle of life.

It is also a vigorous game that has made a very strong appeal in this country to both the spectator and the athlete. Basketball is very popular with the spectator because the rules are easily understood and it is very easy to watch a game. It is popular with the athlete because it is strenuous and demands a high degree of self-control and co-operation. Teamwork is of prime importance in basketball, hence it furnishes excellent training in self-sacrifice and loyalty.¹⁵ Basketball is fine training for mental quickness and alertness. The players must construct their game as they go. They must not only learn to outguess their guards but also make quick judgments and decisions in exciting moments of a game.¹⁶

Objections to Basketball Answered.

¹Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, pp291-3.

²Griffith, John L.: *ATHLETIC JOURNAL*, Vol. 5, No. 1, September, 1924, p17.

³Griffith, Coleman R.: *Psychology and Athletics*, Champaign, 1926, pp12, 180.

⁴Ibid, p10.

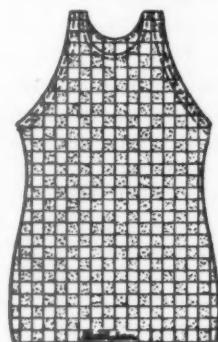
⁵Messer, G. N.: *How to Play Basketball*, New York, 1924, p5.

⁶Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, p294.

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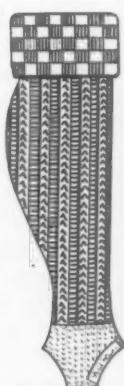
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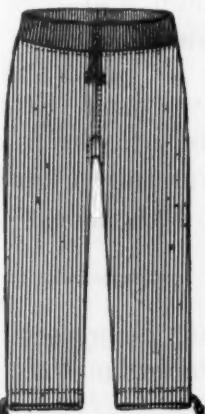
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—One of the chief objections to basketball is that it is primarily an indoor game, in fact, basketball is today the premier indoor competitive sport in the United States. This objection can be overcome by proper ventilation and heating. Another objection comes from the rapid action of the game. To meet this objection the coach should keep a careful check on the heart-action of his players. Healthy boys can begin playing basketball at twelve years of age and continue until maturity.¹⁶

Suggested Modifications.—Basketball competition should be limited to its own season. It is not intended that basketball should be played throughout the entire year, yet there are schools that do just this thing. The playing rules in basketball have been recently modified and adapted to high schools. Rule 8, Section 1, of the Official Rules reads as follows:

"In games between high schools or in playgrounds, etc., where the players are boys, the game shall consist of eight-minute quarters, with one-minute intermission between the first and second quarters, and between the third and fourth quarters, and a ten-minute intermission between the third and fourth quarters. For boys fourteen and under the quarters shall be six minutes, with two minutes between quarters and ten minutes intermission between halves."¹⁷

The basketball rules are rather indefinite as to the size of the court. The result is that all sizes and all kinds of courts are used. The rules provide for a court with maximum dimensions of 94 feet in length by 50 feet in width and minimum dimensions of 60 feet in length and 35 feet in width.¹⁸ It seems that a court of definite size should be adopted. It works a hardship on a team that has been practicing on a small court to play on a large court, and it is a hardship for the team from the large court to play on the small court. If a definite size court is adopted for college, senior and junior high schools, things will be more uniform. It will take time to have courts of uniform size as the courts in the buildings already standing cannot be very well increased in size. Dorothy Hutchinson in *Preparation of School Grounds for Play Fields and Athletic Events* adopts a court with the dimensions of 60 feet in length and 40

feet in width for high school players.¹⁹ The court with the minimum dimensions as provided in the Official Rules seems very satisfactory for high school players.

There should be a strict enforcement of the rules. The coaches should teach the rules to their players. The players should be taught to play the ball and not the man. This will make for a faster and cleaner game.

IV. Spring Athletics: Baseball, Track and Field Events, Tennis.

Spring Athletics. — Custom has again decreed that baseball, track and field events, and tennis should belong to the spring months. These sports are not limited to the spring months alone, however, as they can be extended very easily into the summer months and even into early fall. They are not adapted to the cold months on account of the dangers of muscular strain. So many different muscles are called into play by these sports that it is necessary to guard against muscular strain. In baseball the ball must be caught with the hands and the bat must be handled with the hands. This makes it impossible to accomplish anything in cold weather. Very little clothing can be worn in track, so this eliminates track from the cold months.²⁰

Background.—Hitting the ball and base-running in baseball go back to elements that were basal in the hunting and fighting of our ancestors, especially during the Stone Age. For this reason perhaps more than any other, baseball is very popular with adolescents of all ages. Then too it is the great American game.²¹ Baseball originated in the United States in 1839. The first scheme for playing it was devised by Abner Doubleday at Cooperstown, New York. The Knickerbocker Club of New York in 1845 was the first baseball club organization.²²

The running and jumping in track, likewise, go back to elements that were basal in the hunting and fighting of our ancestors. Various sports were cultivated many hundred years before the Christian era by the Egyptians and several Asiatic races, from whom the early Greeks undoubtedly adopted the elements of their athletic exercises. A revival in interest in track and field events in America took

¹⁶Griffith, C. R.: *Psychology and Athletics*, Champaign, 1926, p180.

¹⁷Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, p294.

¹⁸Spalding's *Official Basketball Guide*, 1925-26, Part IV, pp12-13, New York.

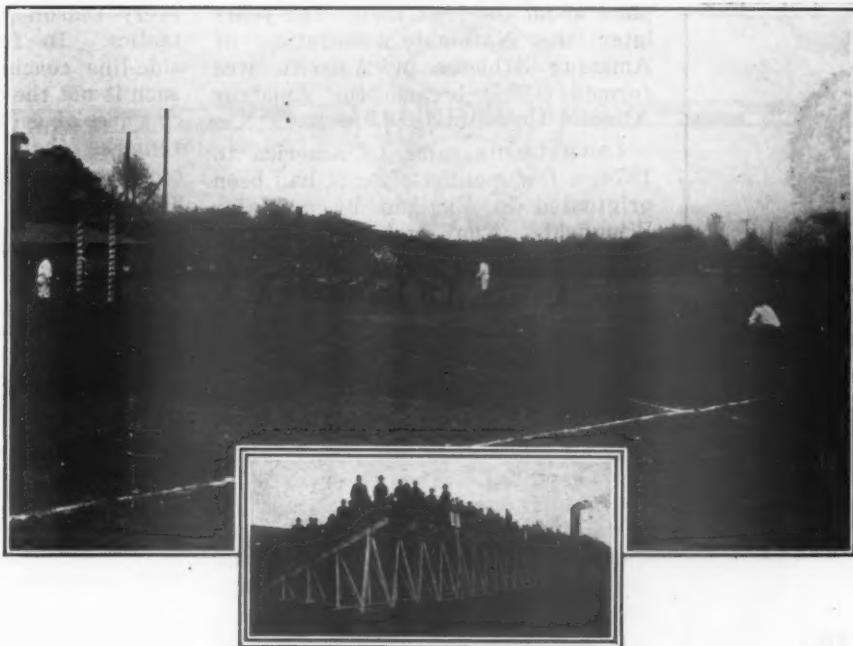
¹⁹Ibid, page 1.

²⁰Hutchinson, Dorothy: "Preparation of School Grounds for Play Fields and Athletic Events, *Physical Education Series No. 1, Bureau of Education*, 1923, p8.

²¹Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, p294-5.

²²Ibid. pp294-5.

²³Spalding's *Baseball Record*, 1924, New York, Part III, p91.



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place about the year 1870. Ten years later the National Association of Amateur Athletes of America was formed. This became the Amateur Athletic Union in 1888.²⁴

Lawn tennis came to America in 1874, a few months after it had been originated in England by a Major Wingfield. The first open tennis tournament was held under the auspices of the Staten Island Club in 1880.²⁵

Value of Baseball.—Baseball can be safely and successfully played from the age of ten until thirty. Baseball is not so strenuous as football and basketball, but team-work is very essential. The observance of training and health rules is as important in baseball as in any other sport. A high degree of accuracy and self-control is demanded by the game. Baseball develops quick-thinking to a very high degree. "Baseball calls for such physical qualities as agility, speed, strength, motor control, flexibility, grace, kinesthetic sense and co-ordination, in addition to such qualities as initiativeness, aggressiveness, courage, poise, and self-control. Baseball also exemplifies many of the qualities that are characteristically American."²⁶

Suggestions.—Coaching baseball is a somewhat different problem from that of any other sport. The principle and fundamentals of the game are known by every boy before he leaves ward school, long before he comes under the eye of a coach. Hence the job of the coach will be to make a wise study of the individual and adjust him to the position that he best fits and perfect his individual play. Then it will be necessary to instill team coordination. "There should be a careful study of rules so that any mistaken ideas may be corrected. This will help to do away with future misunderstandings that may arise in the course of a game.

Mention has been made of the football code of ethics, and of good sportsmanship in basketball. There is a certain code of ethics of good sportsmanship that is observed in tennis and in other sports. Yet apparently when it comes to baseball there is no such code observed. It is considered good sportsmanship to do everything possible to "rattle" or unnerve an opponent in the heat of a close baseball game. Many games are won and lost

²⁴Encyclopaedia Britannica, Cambridge University Press, 1910, Vol. II, p847.

²⁵Spalding's Tennis Annual, 1924, New York, p29.

²⁶Pringle, R. W.: Adolescence and High School Problems, Boston, 1922, p294-5.

²⁷Ashmore, James N.: "Baseball and Basketball," The Athletic Journal, May, 1925, Vol. 5, No. 9, pp21-22.

²⁸Brewer, C. L.: "Baseball Psychology," The Athletic Journal, May, 1922, Vol. II, No. 9, pp20-1.

every season by a practice of such tactics. In football and basketball side-line coaching is prohibited, but such is not the case in baseball. Many coaches abuse this privilege and make remarks that tend to unnerve the opponents. Coaches should prohibit such practices on the part of their players by taking an aggressive stand for sportsmanship in baseball, and should do all in their power to get the spectators to take such a stand. Much can be done by a system of "education." The umpire should be instructed to put a stop to these tactics, especially on the part of the players.

A brief summary of the main features of a code of sportsmanship for baseball is given. We should be courteous to our opponents and cheer their good play as well as those of our own players. Remarks by the players that tend to "rattle" the opponents should be prohibited. Batters or base-runners should not be permitted to interfere with the throws of the opponents. An infielder should not obstruct or interfere in any way with the baserunner. Fake warnings and directions that tend to confuse the opponents should not be permitted. Protests on an umpire's decision should only be made by the captain and then only on matters of rule interpretation, never on a decision based on judgment. No freak delivery such as the "spit-ball" or "shine-ball" should be permitted. This sportsmanship code should be carefully explained to the players by the coach and their co-operation requested.²⁷ The coach is not a player and hence should not be permitted within the coaching lines as this gives the game a professional aspect.²⁸

Track and Field Events.—Track and field events require hard work on the part of the contestant. The football, basketball, and baseball teams have many games scheduled during a season. But those who train for track and field events work hard all season for one and possibly two meets. The social and co-operative elements are not as prominent as in the other sports. For this reason it is sometimes necessary to work up an interest in track and field events. This can best be done by having occasional try-out meets among the candidates for the track team. Certain minimum records must be made by a candidate in order for him to be on the team.

Precautions to be Observed.—There are several precautions to be observed by every coach of track and field

²⁹"A Code of Sportsmanship for College Baseball," The Athletic Journal, Vol. III, No. 8, April, 1923, pp10, 40, 43.

³⁰"College Coaches," Spalding's Official Baseball Guide, 1924, Rules, p87.



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events. The condition of the boys' hearts should be watched very closely. There is always a danger of muscular strain. The object of track and field events—building strong, quick, and alert men both mentally and physically—should be kept clearly in mind. The boys must be taught and trained with this purpose in mind.²¹

It will be necessary to watch the ages of the boys very carefully. Since the muscular and heart strain in some events is greater than in others, there is a difference in the ages at which the various events can be entered. From the age of ten to sixteen it is safe to start explaining to the boy how to do things in track and field athletics, but never to train him as the expert is trained. There should not be an over-indulgence in competition.²² Under no circumstances should the younger boys be permitted to enter the longer runs as the strain is too great for them. R. W. Pringle gives an interesting outline in his *Adolescence and High School Problems* of the ages at which the various events may be entered:

"The sprints may be safely entered at twelve; the low hurdles at fourteen; high hurdles at sixteen; and the distance runs at seventeen or later. Dr. Naismith of the University of Kansas lists the following ages for participation in the field events: broad jump and high jump, the entire period of adolescence; discuss throwing and pole vaulting, from sixteen to twenty-five; shot put at seventeen."²³

Common Faults in Track and Field Competition.—Each year certain common faults are noted in administration and management, coaching, and competition. The mistakes are sometimes the result of ignorance, sometimes of carelessness, and sometimes because of incompetent officials. Major John L. Griffith lists the common faults in track and field competition thus:

"Some of the faults of administration and management are: (1) The meets do not start on time. (2) There is delay in the starting of the various events. These should be called out early enough to enable contestants to get in preliminary practice. (3) There is an incompetent starter. (4) The finish judges are not always careful in picking the winners. (5) The timers do not time independently. They should be required to hand their watches to the head timer. (6) The

track is not marked off properly. (7) Spectators are permitted on the track or in the enclosure. Some faults of coaching are: (1) All coaching should be done before the meet and not on the day of the meet. (2) Changes in the rules should not be permitted, even by mutual agreement. All meets should be conducted according to the rules. (3) Teammates and coach should not be permitted to run alongside their men at the finish of the race. (4) It is unnecessary for the coaches or men to catch the runners at the finish of their race. Some of the faults of competition are: (1) Men do not warm up properly before their event. (2) Distance runners do not judge their pace. (3) Shot-putters and discuss throwers do not observe their proper form. (4) Hurdlers watch their opponents rather than themselves. (5) High jumpers pay more attention to the bar than they do to form.

(To be continued in December)

Football Rule Interpretations

(Continued from page 13)

of scrimmage hits the ground at the spot X and where the defensive safety man B in trying to pick up the ball muffs it and the right end A recovers it and runs across the opponent's goal line. The touchdown is not allowed because B did not have possession and control of the ball (see Rule XVIII Section 5). It would be A's ball where the right end of the punting team recovered the ball. Some teams have misunderstood this rule and the safety men have allowed the ball to roll on punts fearing that if they muffed it the opponents would recover the ball and run for a touchdown.

Diagram XXVIII brings up another question that has caused considerable confusion this year. In this play one punts, the ball hits two behind the line of scrimmage at the spot X and goes out of bounds without crossing the line of scrimmage at the spot Y. According to the first sentence of Rule XIII Section 8 the ball goes to team A at the point where it goes out of bounds but according to the second sentence of the same rule it belongs to the side whose player last touched it in the field of play at the point where the ball was last touched. The interpretation hinges on the meaning of the word fumbled. Since the rules committee has used the words fumbled, muffed and touched interchangeably, the majority of the officials in the Western Conference on this play are awarding the ball to team A at the spot where it was last touched.

²¹Prescott, J. S.: "Essentials of Early Training," *Athletic Journal*, Vol. 3, No. 6, February 1923, p45.

²²Sullivan, James E.: *How to Become an Athlete*, New York, p5.

²³Pringle, R. W.: *Adolescence and High School Problems*, Boston, 1922, pp255-6.

Prevention of Injuries*(Continued from page 20)*

tioned. Various pivots, stops, starts, etc., were analyzed. It was noted first of all that vigorous plantar flexion was needed for the fore part of the foot. In other words, the toes must GRIP the ground (Fig. 1 and 1A). Many players needed a great deal of training on this movement.

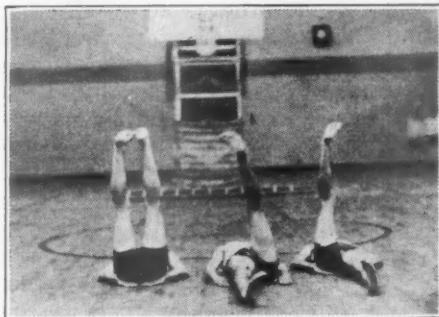


Figure 7a
Double and single leg raising, showing good foot position (ordinarily the heels are kept free of the floor)

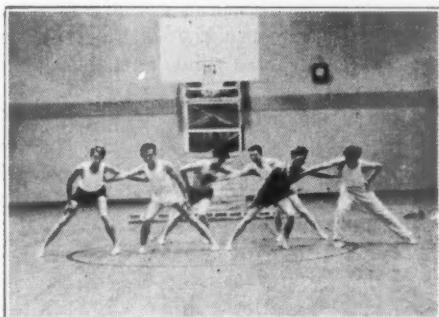


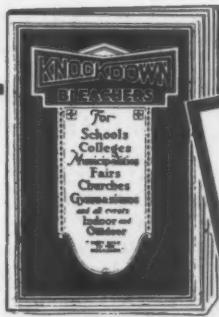
Figure 8
Companion exercise for adductors and abductors of thighs. (Note: Feet are parallel)

Another foot movement found to be deficient was that of dorsal flexion of the foot. This deficiency is seen in many players' inability to do a full squat while keeping the feet parallel and the heels *on the floor* (Fig 2). Weak adductor muscles were noted in the thigh muscles. The extensor muscles on the front surface of the thighs were woefully weak. The hip muscles (gluteals) showed poor tone. In all there seemed to be good reason for many injuries in a group with the above mentioned deficiencies. When one considers that the average basketball player finishes his playing season in March and does not exercise vigorously his "basketball muscles" until October or November, one can readily see that too long a period of relative inactivity exists. This can only be corrected by slowly and carefully conditioning the muscles before actually using them for the strain of basketball.

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Resolved That Interscholastic and Intercollegiate Athletics Should Be Abolished

By John L. Griffith

ACH year the question as stated above or similar questions are debated, and since the editor of the ATHLETIC JOURNAL is frequently asked to assist the debaters with material, the arguments on both the negative and affirmative sides are here presented. For the sake of convenience the affirmative and negative arguments are presented in sequence.

Opening Statement by Affirmative

1. The American people of this generation, due to the fact that they are not required to work long hours to secure the necessities and some of the luxuries of life, have more leisure time than did the earlier generations in the United States or than the people of any other country today. That they are spending this leisure time and some of the money which they have earned or acquired for athletic entertainment is evidenced by the large sums of admission money paid by the spectators at the Dempsey-Tunney fights in Philadelphia and Chicago, at the world series baseball games and at the college football games such as the Army-Navy game last year, where the proceeds were over \$700,000.

School and college athletics, which were originally intended to provide wholesome recreation for the boys and young men in the educational institutions, have changed in character due to the influence of professional handlers and today the boys who play do not do so for the pleasure which they derive from playing, but are forced by public sentiment to provide amusement for the populace and to earn money for the promoters, managers and coaches. Within the last twelve months a number of ex-college athletes have denounced the athletic system and have stated that football was no longer a pleasant form of recreation, but rather had become a commercialized business.

The big college football game has become the occasion for drinking and gambling. The alumni bring liquor to the fraternity houses where the undergraduates drink with the graduates. Further, the students learn to cheat by scalping their football tickets.

In addition the students of today

Arguments For and Against Athletics

Arguments Against Athletics

I. INTERCOLLEGIATE ATHLETICS ARE DETRIMENTAL TO THE PLAYERS FROM A PHYSICAL STANDPOINT.

1. *The stress of training causes heart strain.*
2. *Training for and playing football games devitalizes the players.*
3. *Athletes are short lived.*
4. *Men who have never played games live a long time.*

II. WE SHOULD ABOLISH INTERCOLLEGIATE ATHLETICS IN ORDER TO PROMOTE INTRAMURAL ATHLETICS.

1. *The varsity coach is interested in only a few.*
2. *Reed College and Dubuque University have abolished intercollegiate athletics.*
3. *The English colleges have made a success of intramural athletics.*

III. COLLEGE AND SCHOOL ATHLETICS HAVE BEEN COMMERCIALIZED.

1. *Large sums of money are realized from the sale of football tickets.*
2. *The coaches arrange money schedules.*
3. *Football is no longer a sport.*

IV. THE COACHES ARE NOT EDUCATORS.

1. *They teach the men to cheat and use unfair tactics.*
2. *The coaches are more influential than the professors.*

V. COLLEGE ATHLETICS GIVE OCCASION FOR DRINKING AND BETTING.

1. *If football were abolished there would not be so much drinking and betting.*

exalt football prowess above all other kinds of excellence, neglect their class work and the preparation of papers because of over-excitement about football and because of the students' exaggeration of values the entire academic work of the college suffers.

The affirmative will attempt to show, first, that intercollegiate athletics are detrimental from a physical standpoint to the players. The stress and strain of training for intercollegiate football and other sports cause heart strain, devitalize the players, make them susceptible to contagion and in general the men who train for strenuous athletics are shorter lived than those who conserve their strength and energy and who exercise only moderately.

Many men who have never engaged in any kind of athletics at all live to a ripe old age, enjoying the best of health, while a great many athletes who have over-taxed their hearts die before the age of expectancy. In recent days and years the death of such well-known athletic figures as Walter Camp, the founder of American college football; William C. Prout, president of the A. A. U.; Jake Stahl of college and professional baseball fame, and many others who have died before their time prove the evil effect upon the physical health and life of the athlete.

Negative Reply

In the opening statement of the affirmative the charge is made that the boys and young men of today do not engage in athletics for pleasure and cite as proof the fact that a number of ex-college athletes such as George Owen of Harvard have indicted the present athletic system. It is not fair to judge athletics by the effect upon a few individuals or to base a conclusion regarding the benefits of athletics on the opinions of a few, even though the men whose opinions are quoted were conspicuous leaders in college sports. Last year the Big Ten Magazine questioned 2,586 men who had won their letters in Big Ten Conference athletics asking these men if they felt that varsity competition in athletics had been a help or hindrance to them since leaving college. Approximately ninety-six per cent replied that undergraduate

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athletics had been a help to them in later life, two per cent had found that it had made little or no difference and one per cent replied that undergraduate athletics had been a hindrance. If those figures may be taken as indicative of the attitude of graduate athletes throughout the colleges of America then ninety-six per cent of the men who have played in the games would vote in favor of intercollegiate athletics as over against a much smaller per cent of those who had found that intercollegiate athletics were not beneficial.

The charge has been made that intercollegiate and highly competitive athletics are inimical to the health of the participants. The best judge of the effect of hard athletic training on the individual is or should be the man who himself has played in the games. In the same study already referred to, which was made by the Big Ten Weekly, 2,216 former Conference letter men stated that they would encourage their sons to win a varsity sport letter, 244 stated very emphatically that they were in favor of their sons competing, 56 replied in the affirmative conditionally and 40 would not want their sons to compete in intercollegiate athletics. This means that by a vote of nearly ninety-nine to one these former varsity athletes believe that under proper regulation intercollegiate athletics would be beneficial to their children. These men, some of whom have been out of college for thirty or forty years, the average age of the group being thirty-six years, should be better qualified to pass judgment on the physical effects of athletics than the theorist who without any practical experience in athletics seeing the boys stagger in at the end of a distance run concludes that athletics must be detrimental to the participants.

After the war George Huff at the University of Illinois inquired of former Illinois varsity athletes whether they had been rejected for military or naval service, and if so, for what cause. The replies indicated that only a very few had been rejected for physical reasons, chief among which were defective eyesight, flat foot and other causes which were not directly traceable to athletics. None of those who replied stated that they had been rejected because of the so-called "athletic heart," and of the several hundred who answered the question there were men who had played football and basketball and who had been distance runners on the cross-country and track teams.

Studies made by Meylan of Columbia and others indicate that college

VI. ATHLETICS ARE INIMICAL TO SCHOLASTIC STANDARDS.

VII. COLLEGE ATHLETICS HAVE BEEN OVER-EMPHASIZED.

Arguments for Athletics

I. MEN WHO HAVE NOT PLAYED FOOTBALL ARE THE ONES WHO DEPLORE THE STRENUOUS GAMES. THOSE WHO HAVE HAD PRACTICAL EXPERIENCE ENCOURAGE THEIR SONS TO ENGAGE IN TEAM ATHLETICS.

1. *The opinions of 2,586 letter men.*

2. *The study relative to the number of University of Illinois letter men rejected for service.*

3. *Studies by Meylan.*

II. IT IS NOT NECESSARY TO ABOLISH INTERCOLLEGIATE ATHLETICS IN ORDER TO PROMOTE INTRAMURAL ATHLETICS.

1. *The educational system provides training for the superior as well as for the mediocre.*

2. *The best colleges promote both intercollegiate and intramural athletics.*

3. *The profits from football are partly used for the purpose of financing the physical education department.*

III. COLLEGE ATHLETICS ARE COMMERCIAL BUT NOT VENAL.

1. *The profits are used philanthropically.*

2. *The money taken in at football games is obtained honestly.*

3. *It is un-American to condemn football because it is conducted at a profit.*

IV. THE BEST COACHES ARE HIGH MINDED SPORTSMEN AND EDUCATORS.

1. *Athletics are good or bad depending upon how they are administered.*

2. *Athletic standards are being improved.*

V. MEN DRANK AND GAMBLÉD BEFORE THE DAYS OF FOOTBALL.

1. *Athletics may be used as a means for educating men not to bet on games.*

athletes do not die young, as is sometimes charged, but rather are preferred risks by insurance companies. The Carnegie Foundation is at the present time conducting a study of college athletics and has asked the Metropolitan Life Insurance Company to make the inquiry regarding the effect of athletics on the health of the athletes. This report has not yet been published. Until the committee's conclusions are made available the investigations such as those just mentioned should bear more weight than the opinions of scattered individuals here and there.

Affirmative

2. The present system of interscholastic and intercollegiate athletics should be abolished because under this plan only the superior boys and young men are given training and those who are physically mediocre or defective are neglected. The highly paid coach whose salary depends upon his ability to turn out winning teams gives all of his time and attention to the training of the superior athlete. Instead of exploiting these men who are already highly developed physically, the entire attention of the physical education departments should be devoted to those who are subnormal. Certain colleges, such as Reed College in Oregon and Dubuque University at Dubuque, Iowa, have already abolished intercollegiate athletics and are providing intramural athletics for their undergraduates. This plan is sound, as has been proven by the English colleges and universities for a hundred years.

Negative

The affirmative assumes that it is necessary to abolish intercollegiate athletics in order to provide intramural athletics and required physical education activities for those who cannot win a place on the representative teams. In other words, the man who upholds this belief would say to the superior athletes who want to play baseball or basketball or football, "You men may not play because we want the boys who are not now playing to engage in athletics." This reasoning is just as illogical as it would be if applied to the students in other departments. No one would think of handicapping the superior students in an English class so as to give the poor students a chance. Rather, our whole educational system has been established on the principle that the inferior students should be weeded out and those who are at the top of their class should be encouraged to make further advancements. In the leading colleges of today the physical education departments do not neglect the

inferior and subnormal physically nor attempt to have them dropped from college, but rather they provide means whereby those who are physically handicapped may improve their condition. In the Western Conference universities fully eighty per cent of the men students are being reached by the physical education program in spite of the fact that it is difficult to enlist the attention of the non-athletic type of boys. The profits of the football season are used to provide the grounds and buildings for the entire student body. The athletic department in most cases pays for the cost of maintaining the intramural athletics and every encouragement is given to every boy in the university to make use of the opportunities offered him. Those who advocate abolishing inter-collegiate athletics in the interests of intramural athletics, if consistent, would need first to provide the money for the maintenance of mass athletics for the entire student body and then further pass a rule making physical education compulsory. There is no reason to believe that a boy who is not interested in athletics could be made interested by making it impossible for those who are interested to compete. Further, in most cases the athletic coach has been employed to train and coach the varsity athletes. This does not mean that other instructors cannot be employed to minister to the needs of those who are not qualified to play on the institutional teams.

The affirmative in referring to the English system of athletics makes the common mistake of assuming that the English plan of physical education and athletics is vastly superior to the American system, which is developing in this country. The fact that England has developed her athletics along somewhat different lines than have the American people neither condemns their method nor proves its superiority. The fact is, games and sports develop naturally out of the life of the people. According to Henry S. Pritchett of the Carnegie Foundation for the Advancement of Teaching, "the Englishman takes college and university sport for granted as bearing its part in the education of youth and assists it where he can. . . . Athletics take their place naturally for training the habits and powers of youth. There is no thought of sport contesting the field with education like two mutually exclusive forces." In this respect education in England no doubt has advanced farther than education in the United States because here a great many educators still refuse to believe that play activities

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have a place in the field of education.

While the sport ideal has been well developed in England, it is a mistake for anyone to assume that all is good with the English system and all is bad with ours. In the report of the Carnegie Foundation for the Advancement of Teaching on games and sports in British schools and universities is reproduced an advertisement which appeared for several days in the London Times during December, 1925. The advertisement stated that boy cricketers, or a few others, who were good in athletics would be accepted in a first-class school at reduced fees. While undoubtedly this is not common in England, it indicates that at least one schoolmaster in England was not adverse to building up his athletic prestige by subsidizing his athletes. Further, since so much has been said about the English system, which depreciates specialization, it is interesting to note that in 1925-26 Liverpool College arranged a schedule of twenty-seven soccer games for the first eleven and thirty Rugby football games for the first fifteen. Further, the press is the authority for the statement that last year 140,000 people attended the annual football game between England and Scotland.

Affirmative

3. College and school athletics at the present time have been commercialized. With the growth of public interest in athletics as now conducted in the schools and colleges, large sums of money are taken in at the gate, but even yet the stadia are not large enough to provide accommodations for all who would witness these spectacles. As a result the coaches arrange money schedules for the sole purpose of securing revenue sufficient to build newer and larger stadia. The idea of sport is lost and the sole purpose of the contests is to earn more money so that the coaches may be paid larger salaries and more imposing structures may be erected. If intercollegiate athletics were abolished the boys would again play for the fun of the game, their recreation would be spontaneous and all would benefit thereby.

Negative

College athletics are commercial as our schools and colleges are commercial. Colleges charge tuition monies, every effort is made in state institutions to secure large appropriations from the state legislatures and in the endowed institutions to secure money for more buildings and larger endowments. Our churches are commercial in that pastors are paid and money is required to carry on their work. All of our industries are commercial, but no one condemns the men who conduct

these industries on the ground that they are successful. In the minds of some, all money is tainted and the man who is successful in making a living is base. On the other hand, as Mr. Yost of the University of Michigan has frequently suggested, "A man must make a living to make a life." In the case of school and college athletics, instead of being commercial in the venal sense of the word, they are highly philanthropic because the profits which accrue are used for the good of the entire student body and community. No individual profits from the success which has attended college football, but rather the money is expended to maintain the other intercollegiate sports and to provide equipment for those who are not members of any of the intercollegiate teams. For instance, at the University of Michigan a new field house costing in round numbers a half a million dollars is being erected for almost the exclusive use of those who engage in intramural athletics and the only varsity team which will ever make use of this great building is the swimming team.

There was a time before this became a 300-billion-dollar country when the public was prone to look with suspicion at the man who had through industry and hard work achieved significant financial success. Today, however, unless it may be that the man of millions has secured his wealth dishonestly people no longer condemn him. It has never been shown or charged that the money that is paid into football treasuries is dishonest money, and neither has it been shown that except in a few individual cases the profits from football have been unwisely expended. It is un-American to criticize college athletics, especially football, for the sole reason that this activity is conducted at a profit.

The facts are that in the majority of the educational institutions the year's program of athletics is conducted at a loss, and even in most of the colleges where football shows a profit all of the other intercollegiate sports show a deficit. In fact, if it were not for football all of the minor sports which are so frequently praised and extolled by those who are frightened at the success of football would either have to be discontinued or some other means of financing them devised.

Affirmative

4. The men who coach the school and college teams are unmindful of the academic aims and ideals of their institutions and believe that the end justifies the means. Consequently they frequently teach unfair tactics, subsidize players and lower college stand-

ards. Further, these men occupy entirely too important a place on the campus and in many instances have more influence with the students and alumni than the president and the professors.

Negative

If it is true that a college or a high school has employed as its athletic coach a man of low moral standards and one who is not sympathetic with the general educational work, such a man should be replaced by one of the other sort. If we were to discontinue the teaching of chemistry or agriculture or history wherever there were poor instructors in those subjects, chemistry, agriculture or history would not be taught in some institutions. If the colleges and the high schools insist on proper athletic coaching the right kind of coaches will be employed. A certain college president once suggested that something be done to lessen the influence of the football coaches, and yet his football coach was a powerful influence for good in his own institution. We must discriminate between coaches whose influence is good and coaches whose influence is bad. It can hardly be conceived that any educator would want to lessen the influence of an athletic director or football coach who was responsible for teaching the undergraduates the meaning of good sportsmanship, proper living, respect for law and order and the other moralities which are so often extolled in the college chapel.

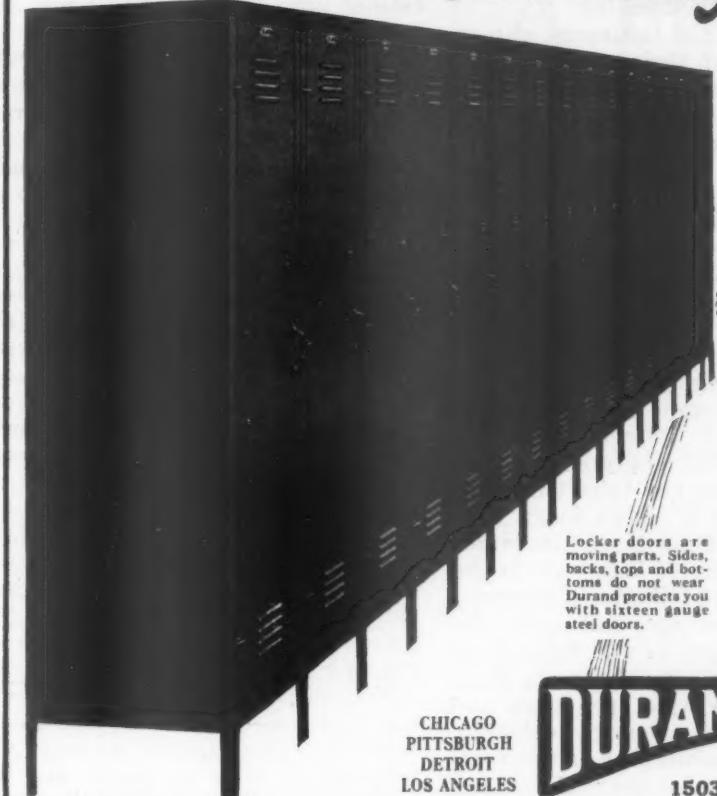
Athletics are good or bad, depending upon the way they are administered. If they are improperly administered the fault lies with the boards that employ the administrators, rather than in the games themselves. It is a mistake to assume that intercollegiate athletics are inherently good or inherently bad. If properly conducted they may be used as a method of improving the character of those who play and of influencing for good those who watch the games played. If improperly conducted, they may be used as a means for teaching a boy to cheat, to lie and debase himself in many other ways.

While it is true that some colleges and universities have in one form or another subsidized their athletics, it is not necessary to abolish athletics to correct this evil. The Associated Press under date line of August 24, 1927 announced that Penn State College has decided to abolish all athletic scholarships after October 1st of this year. Yale, Harvard and Princeton several years ago acted unitedly to discourage the subsidizing of college athletes at those institutions and the Big Ten

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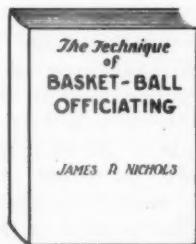
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Conference for twenty-five years having been on record as opposed to financial help for athletes, for the last five years has been doing everything possible to discourage alumni, business men and others from giving or loaning money to athletes as a means of persuading these boys to attend Conference institutions. If a business is being conducted dishonestly no one would suggest that the business be discontinued. Why anyone should argue that because there have been some dishonest practices in the very human field of athletics, athletics should be abolished rather than that the evils should be corrected is hard to understand.

Affirmative

5. College athletics give occasion for drinking, for the encouragement of betting and for provocation of dishonesty in other respects. Those who are familiar with some of the crowds that attend the big football games know that the alumni frequently bring liquor to the fraternity houses and not only consume it themselves, but encourage the undergraduates to drink, that whiskey bottles are frequently found under the stands after a game has been played, that there is much betting on the contests and that the students violate a Federal law by scalping their tickets. If intercollegiate athletics, especially football, were to be abolished, then drinking, betting and ticket scalping would be lessened.

Negative

The man who advances this argument assumes that by abolishing intercollegiate athletics the students, the alumni and the general public would be made to become sober, industrious, honest and law abiding citizens. The fact is that men drank liquor, gambled and cheated before the days of college football and it is true that in the countries where football is not played there is undoubtedly as much dissipation as in the United States where for two months each year football is played.

Who would believe that there is as much drinking at a great college football game as at a national political convention, or at a great convention of doctors, lawyers or business men. That there is some drinking at these games should not condemn the games but rather it should reflect discredit upon those who make the games the occasion for this form of dissipation. Where efforts have been made to reduce drinking to a minimum splendid results have been obtained. For instance, in the Western Conference the Directors of Athletics with the ticket orders send out printed slips urging

ticket purchasers not to bring liquor with them to the games and not to bet on the contests. As a result of their campaign there is very little undergraduate betting on the games and there is but little drinking.

According to the testimony of men who, because of their positions, are qualified to speak advisedly on this subject there is less carousing on the part of undergraduates in these days of big football stadia than was true in the time when football was in its infancy. Thomas Arkle Clark, Dean of Men, University of Illinois, states "There is no doubt that the standards of behavior and morals of the students of today are higher than they were thirty years ago. Today there is less gambling, less drinking and less deviltry wrought by students than there was then." Dean Stanley Coulter, Purdue University, has said, "Student conduct and behavior are in my opinion much higher today than in the past." Dean S. H. Goodnight of the University of Wisconsin is the authority for the following statement:

"Two decades ago and more the students were not as well behaved as they are today. In the early days, Madison was a wide open town and there was a great amount of drinking. On special occasions such as the 'post-exam jubilee' or on the night of any big football game or other athletic contest, the saloons were all filled with students, drinking was very general, and there was a lot of drunkenness. Even on the ordinary Saturday night, saloons were very generally visited and there was a lot of drinking. Keg parties attended by large groups of men were a frequent occurrence in fraternity houses, on the piers, or elsewhere.

"At the present time there is much less drinking done than there used to be. There is also less hazing, rough-housing, and roisterous conduct generally, than there used to be, notwithstanding the fact that there are two or three times as many students here now as there were twenty-five years ago. The students of today certainly practice the virtues of self-restraint and good conduct to a greater degree than did their predecessors."

Dean Robert Rienow of the University of Iowa is another who believes that conditions are improving. He says:

"I do not believe that athletics in our colleges and universities have any detrimental effect upon morals, social life, or the leisure time of our student body. In many respects, I think the very opposite is true.

"With regard to the use of liquor among the students, especially at athletic contests, it is my judgment that

the situation is vastly improved over what it was formerly. At one of our football games last fall (where there was an attendance of approximately 25,000 people) I observed only one case of intoxication and that was not a student."

The testimony of these men would indicate that the moral conditions in our universities are being improved in these days of intense interest in football, of large crowds at the games and great enthusiasm on the part of the students and alumni.

Affirmative

6. A man who engages in intercollegiate athletics due to the fact that he is required to give a great deal of time to the practice and further because he is away from school a great deal on trips, neglects his studies and thus fails to do as well as he should the thing for which he came to college. Varsity athletes are required to practice three and four hours a day; their coaches insist that they attend night classes in football and thus the boy who is out for the team finds that he has little time or strength for his academic work.

Furthermore the other students who are not members of the squad watch practice nightly, go with the team on the trips as rooters and become so absorbed in football that their university work suffers.

Negative

Many studies have been made to ascertain whether varsity athletics are detrimental to the scholarship of the students taking part in them. Several of these reports have been published in the ATHLETIC JOURNAL. In the May, 1927, issue of the JOURNAL appeared an article by Earl J. Miller, Dean of Men, University of California, Los Angeles, entitled "A Statistical Study of the Relationship Between Extra-Curricula Activities and Scholarship." Dean Miller reports that the average grade for students not participating in any extra-curricula activity was 1.16 while the average grade of all men engaged in intercollegiate athletics was 1.25. Dean Miller concludes that the athletes get better grades on the average than they would if they dropped out of athletics. He adds: "Students in athletics must meet certain scholarship standards in order to be eligible. The result is that great pressure is exerted upon them to keep up in their studies. This pressure comes primarily from their own keen loyalty to their university and desire to participate in intercollegiate sports. It comes from continuous checking and urging from the coach, whose influence over the student is very great.

It comes also from the students who through a general scholarship committee, and through fraternity committees, follow the records of athletes and urge them to keep well out of danger scholastically. This system has apparently worked better than any system of checking and urging which the faculty has been able to devise for deficient students. Students in athletics are, on the average in excellent physical condition which is also conducive to efficient intellectual work, and it is possible that the students who participate in activities in the university, develop a keener sense of interest in and loyalty to the university in all its parts and that they are, on the average, better students as a result."

Even though varsity athletes on the whole do better work scholastically than the non-athletes and granting that these athletes possibly might improve their scholastic averages somewhat if they did not engage in intercollegiate competition, yet the fact remains that in their athletics they receive training of a sort which is not purely academic but which is valuable nevertheless. Even though there may be a few psychologists who maintain that no social training carries over, yet the majority of parents and school teachers still believe that home training with the child is reflected in his habits and attitudes in school and so the great majority who have first hand information hold to the opinion that the boy who in his athletics has learned to cooperate, to evaluate properly his loyalties, to think clearly under trying conditions, to master his emotional self and to observe the ethics of competition, will to some extent at least reflect this training in later life.

In regard to the charge that the students who are not engaged in intercollegiate athletics spend their time in watching the team practice every night, it is evident to any one who knows the customs that prevail in the modern universities that this is not true for the reason that practically all of the football coaches today train their teams in secret so that the men will not have their attention distracted by students on the side lines. Further, the average student does not attend more than four or five football games a season and it is erroneous to assume that if he did not attend these games on five Saturday afternoons that he would spend those Saturday afternoons working in the laboratories or in the libraries. The colleges are giving serious consideration to the matter of handling student trips out of town with the team. No doubt many boys have made these trips

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when they could not afford to do so and certainly there have been some excesses on excursion trains and in the cities away from the home campus. This is a matter of administration and it has been shown in many of the best regulated universities that the excesses can be reduced to a minimum and the trips made of educational value. A college professor once remarked "As a professor I object to student migrations at the time of the football games but as a father each year I urge my son and daughter to make at least one of these trips." The fact is that educational experiences are broadened and enlarged by travel and association.

Affirmative

7. College athletics at the present time are vastly over-emphasized and as a result the athletic program in the minds of the students and the public is vastly more important than the academic work. Crowds of 100,000 people in the great college stadia are becoming more and more common, newspapers devote more space to sports than they do to the achievement of the research departments and the work of the other professors. This whole situation results in the distortion of values. If intercollegiate athletics were abolished the public, alumni and students would transfer at least some of the interest which they now show for athletics to the more worthwhile work of the colleges. The alumni especially over-emphasize the value of winning teams and are inclined to believe that when their college has a disastrous season in football that the whole institution is deteriorating. In many cases the coach is considered a more important individual than the president and there have been frequent cases on record where the president has been forced to resign because of alumni dissatisfaction with the athletic program.

Negative

The affirmative assumes that if it were impossible for people to show their enthusiasm for athletics that they consequently would transfer this enthusiasm to other university activities. This does not necessarily follow. One of the problems of present day civilization is that concerning the leisure time periods of the American people. If college football were abolished there is more reason to believe that the persons who spend three or four Saturday afternoons a year in watching these games would seek entertainment in the moving picture houses or in other ways rather than that they would necessarily become interested in the life of the spirit. It has never been shown that interest in

amateur sports kills interest in intellectual pursuits. Ancient Greece emphasized to a great degree her national sports and the records show that as high as 300,000 people attended the Olympic Games. At the same time when Grecian sports were at their height Hellas produced her most famous philosophers, artists, dramatists and scholars. It is not clear that Spain, France, Russia, China, Mexico and other countries that have shown little fondness for athletics have accomplished more in other lines than have the so-called athletic nations, Great Britain and the United States.

President Faunce of Brown University has very wisely suggested that "the American people will never condemn any kind of work or play because of its absorbing interest." Our concern should be with the methods of improving athletics rather than with the question of how to make them of less interest.

Conclusion

Most of the arguments which are advanced against interscholastic and intercollegiate athletics are based upon theories which do not coincide with the facts. For instance, it is natural for a person to believe that if a boy spends 145 hours (which is the average time spent by Big Ten football men per year in practice) in playing football, that he necessarily will neglect his college work. However, as already stated, studies which have been conducted show that this is not necessarily true. The man who has never engaged in strenuous exercise, seeing college and high school boys playing the rough and tumble game of football, may be pardoned if he believes that these youngsters are endangering their limbs and shortening their lives thereby. Such men advance their theories without substantiating them by figures which may be obtained from insurance and other statistical organizations. Many persons who remember how in the days when athletics were poorly organized, athletes were freely subsidized or how they are still helped in certain outlaw institutions, are suspicious that fraud is practiced on the part of college athletic authorities in the matter of hiring all or a goodly part of the varsity team men. In almost all of such cases the individuals in question do not have definite information that proselyting and illegitimate recruiting have been practiced but they are easily convinced because of their suspicions that such is the fact. In recent years a number of athletes have been asked to express an opinion as to whether in their judgment ath-

letic training is of value or not. In a great many cases those whose opinions are quoted in the magazines and newspapers have never been varsity team men and consequently their opinions are, or should be, of little value. It would be illuminating if several thousand college graduates were asked to give their honest opinions as to how much value they had derived from each of their various college courses. It was suggested earlier in this article that only one per cent of several hundred Big Ten Conference athletes who had graduated had voiced an opinion that their athletic training had been of no help to them. Perhaps the percentage of those who would vote adversely as to the value of various and sundry other college courses would be even greater.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF THE ATHLETIC JOURNAL, published monthly except July and August at Chicago, for October 1, 1927.

State of Illinois, } ss.
County of Cook, }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Editor and Owner of the ATHLETIC JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and address of the publisher, editor, managing editor, and business managers are:

Publisher, JOHN L. GRIFFITH, Chicago.

Editor, JOHN L. GRIFFITH, Chicago.

Managing Editor, JOHN L. GRIFFITH, Chicago.

Business Manager, JOHN L. GRIFFITH, Chicago.

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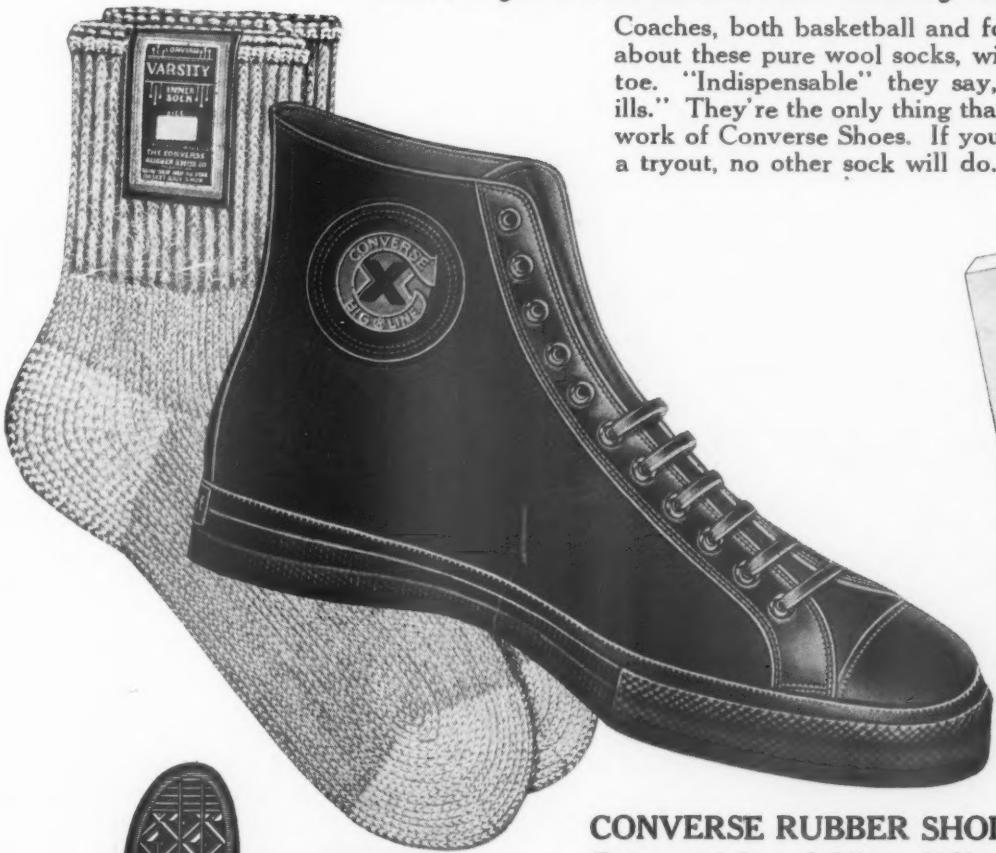
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